



SATHYABAMA

INSTITUTE OF SCIENCE AND TECHNOLOGY

(DEEMED TO BE UNIVERSITY)

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SCHOOL OF SCIENCE AND HUMANITIES

DEPARTMENT OF ENGLISH

UNIT – I TECHNICAL ENGLISH – SHSA1101

I. Present Tense

Simple present tense is used-

- ✓ For actions in the present which happen usually, habitually or generally, For example: *He walks to college every day.*
- ✓ For stating general truths. For example: *Water boils at 100°C.*
- ✓ For describing processes in a general way. For example, *A scientist observes phenomena carefully.*
- ✓ Some adverbs of frequency with the simple present tense to state how often somebody does something are: **always, usually, often, sometimes, occasionally, rarely** and **never**.

Note that the adverbs of frequency **usually** go before the verb.

II. Present continuous Censeis used -

- ✓ to express an action going on at the time of speaking. For example: *I am lighting the Bunsen burner.*
- ✓ The following verbs are not normally used in present continuous tense: *Love, like, hate, want, need, prefer, know, realize, suppose, mean, understand, believe, remember, belong, fit, contain, consist, seem*
I am hungry. I want something to eat. Do you understand what I mean?
- ✓ When 'think' means 'believe' or 'have an opinion' we do not use continuous.
I think she is from North India, but I am not sure. What do you think about my future plans?
- ✓ When we mean 'consider' the continuous is possible:
I am thinking about what happened. I often think about it. She is thinking of giving up her job.
- ✓ We normally use 'see', 'hear', 'smell', 'taste' in present simple not continuous with the following verbs:
Do you see the man there? The room smells. Let's

open the doors. I can hear a strange noise. I can smell something burning.

- ✓ For ‘look’, ‘feel’ both present simple and continuous are possible:

You look well today. You are looking good.

How do you feel today? How are you feeling now?

But- *Teenagers usually feel tired in the morning as they stay late hours to study.*

III. Present Perfect Tense is used to denote an action that has just been completed.

That means that action has connection to ‘now’. It is used with ‘just’, ‘already’, ‘yet’.

I have just completed the experiment. I have already sent it. Have you just arrived?

Has it stopped raining yet? I have written the letter but haven't posted it yet.

IV. Present Perfect Continuous Tense is used for actions repeated over a period of time and an activity that has just stopped or recently stopped.

I have been working here since 2008. It has been raining for the last two days.

You are out of breath. Have you been running?

I have been working hard. Now I am going to have a break.

Note: ‘for’ and ‘since’ can be used in both the above perfect tenses.

Table 1: Present Tense Structures

S= Subject, V= verb

Voice	Simple Present	Present Continuous	Present Perfect	Present Perfect Continuous
Structure	<i>S + do/ does</i>	<i>S+ Is/am/are + V+ ing</i>	<i>S+ Has/ Have + V (past participle)</i>	<i>S + have/ has+ Been + V + ing</i>
Active voice	<i>S/ he reads books</i>	<i>He is reading a book.</i>	<i>He has read the book.</i>	<i>He has been reading the book.</i>
Passive Voice	<i>Books are read by her / him</i>	<i>A book is being read by him</i>	<i>The book has been read by him</i>	<i>The book has been being read by him</i>

Present Tense Structure in Passive Voice:

Transitive phrases can be changed to passive voice. In Active voice the subject is given importance but in passive voice, the subject receives the action. In Impersonal passive voice subject needs no mentioning. Only the action is given importance. In technical writing impersonal passive voice is generally used.

Table II: Active Voice to Passive Voice:

Simple Present	
I/we report an event.	(Active voice)
An event is reported by me/us.	(Passive voice)
You report an event.	(Active voice)
An event is reported by you.	(Passive voice)
He/she/it reports an event.	(Active voice)
An event is reported by him/her/it.	(Passive voice)
Present continuous	
I am reporting an event.	(Active voice)
An event is being reported by me.	(Passive voice)
We are attending a course.	(Active voice)
A course is being attended by us.	(Passive voice)
He/she/it is catching a ball.	(Active voice)
A ball is being caught by him/her/it.	(Passive voice)
You are reading a novel.	(Active voice)
A novel is being read by you.	(Passive voice)
They are writing letters.	(Active voice)
Letters are being written by them.	(Passive voice)
Present perfect	

I/we have believed you.	(Active voice)
You have been believed by me/us.	(Passive voice)
You have taken blue prints of building plans.	(Active voice)
Blue prints of building plans have been taken by you.	(Passive voice)
He/she/it has made much progress.	(Active voice)
Much progress has been made by him/her/it/.	(Passive voice)
They have manufactured modern machines.	(Active voice)
Modern machines have been manufactured by them.	(Passive voice)

2.1 Identify the verbs in Simple Present Tense in the following passage:

- i. When we talk about facts we use simple present tense: A **fact** is a statement that is true and can be verified objectively, or proven. In other words, a fact is true and correct no matter what. An **opinion**, however, is a statement that holds an element of belief; it tells how someone feels. An opinion is not always true and cannot be proven.

ii. While telling narrations we use simple present tense:

The Computer programmer in the story 'True Love', Milton Davis tries to find his ideal partner by instructing his computer (named Joe), which has access to databases covering the entire populace of the world, to find him his ideal match, based on physical parameters supplied. He meets the shortlisted candidates, but realises that looks alone are not enough. In order to correlate personalities, he speaks at great length to Joe, gradually filling Joe's databanks with information about his personality. In doing so, Joe develops the personality of Milton, and upon finding an ideal match, arranges to have Milton arrested, so that Joe can 'have the girl' for himself.

2.2. Complete the sentences with given verbs: goes , go, lead, drink, takes, promise, live, speaks, have, watch, do, come , suggest.

- My friend _____ German well.
- I don't often _____ coffee.
- They usually _____ the rooms in the hostel after students _____ to college.

5. Bad habits_____to many problems later.
6. My parents_____in a small house but they_____big dreams for me.
7. The Convocation function_____place every year.
8. The Earth_____round the sun.
9. I usually_____films with my family.
10. I come from Kakinada. Where_____you_____from?
11. I_____I won't be late in future. What do you_____I do to overcome my bad habit of being late to class every day?

2.3. Based on self introductions in the previous lesson, you ask questions to your partner about his/ her family: Do the work in your note book.

1. You know that your friend plays a game. Ask how often she/he plays.
How often_____play the game?
2. Perhaps his/ her cousin plays the game too. You want to know.
_____your cousin_____?
3. You know that his/ her brother works in Chennai. You want to know where he works in Chennai. Ask her/him.
_____?
4. You do not know where your friend's grand parents live. You want to know. Ask him/ her.
_____?

2.4. Complete using the following: I apologize, I insist, I promise, I recommend, I suggest.

1. It is a pleasant day today. I suggest we go for a walk.
2. I won't tell anybody what you said._____.
3. You must allow me to pay for my meal._____.
4. _____for what I did. It won't happen again.
5. The new item in the menu is very tasty._____it next time.

2.5. Present Continuous Tense:

Are the underlined words correct or wrong? Correct them if necessary:

1. I am thinking of giving up the new proposal.
2. Are you believing in God?
3. I am feeling hungry. Is there anything to eat?
2. The dish is great. It is tasting really good.
3. I am thinking this is your key. Am I right?
4. I am having a class now. I have no desire to go as I am having headache.

2.6. Use correct form of the verb:

1. Let's go out. It isn't raining (not/rain) now .
2. My cousin is very good at languages. She _____(speak) five languages.
3. _____(you/ listen) to the music?
4. Hurry up. Everybody _____(wait) for you.
5. River Godawari _____(flow) into the ocean.
6. The river _____(flow) very fast today due to heavy rain.
7. We usually _____(grow) vegetables at home, but this year we _____(not/grow) any.

2.7. Use apt form of the verbs in present tenses:

3. I _____(learn) English for the last two years.
4. Hello, Jhansi, _____(I/look) for you. Where have you been?
5. Why _____(you/look) at me strangely? Stop it.
6. She is a teacher. _____(she/teach) for ten years.
7. _____ (I/ think) about what you said and I have decided to take your advice.
8. Look. Somebody _____(somebody/ break) the neighbors' door.
9. Is it still raining? No _____(it/stop).
10. _____(I /read) the book you lent me, but _____(I/not/ finish) it yet.
11. How long _____(you/ drive) ?
12. The car is ok now. _____(I /repair) it.

12.6. Fill in the blanks with the appropriate form of the verbs in the present tense.

1. A successful scientist _____(be) full of curiosity. He _____(want) to find out

how and why the universe__ (work). He usually__ (direct) his attention towards problems, which he_(notice) have no satisfactory explanation and his curiosity (make) him look for underlying relationships even if the data available_(seem) to be unconnected.

2. Today science (play) a major role in the creation of the global village. International agencies __ (pool) their resources and __ (incorporate) themselves into greater bodies. Universities __ (develop) joint research projects. On the whole the world _ (move) towards greater unity.
3. The most striking characteristic of modern science (be) the trend towards international cooperation. The widening scope of present day research __ (result) in extending many items of research beyond national boundaries. The increasing interdependence of nations ____ (have) an impact on scientific investigation. The last twenty years ____ (witness) the intensification of international cooperation. The magnitude of the problems to be solved _____ (keep) on increasing.

2.9. Change the following into impersonal passive voice where ever required:

1. They stop the machine.
2. She has fixed the tube on the stand
3. An experimenter is describing an apparatus which he uses.
4. Generally a researcher chooses a topic and consults relevant books.
5. Do not tell a lie.
6. They have performed the operation successfully.
7. The new Manager has called for quotations.
8. The mechanics use thin grease as a lubricant in ball bearings.
9. We weld two metal plates together.
10. Browse the net for details

Lesson 3: Listening and Note Taking

Aim: Provide an opportunity for students to work in pairs to practice speaking and listening skills

Objective: At the end of the lesson students will be able to pronounce key words related to resume and distinguish their meaning and explain areas that they need to focus for future purposes by demonstrating intellectual autonomy by participating in cooperative learning activities.

3.1. Pre listening: Match the Following:

Resume	Short form for Biographical Data, an archaic term, the focus is on personal particulars like date of birth, gender, religion, race, nationality, residence, marital status etc with chronological listing of education and experience, common in India especially for government jobs with information about caste, religion etc., not used internationally as personal details not required for job applications
Bio Data	A Latin which means ' <i>course of life</i> ', is more detailed with 2 to 3 pages with every skill, jobs and positions held, degrees, professional affiliations, arranged in chronological order, highlights general talent than specific skills for a specific position, preferred option for fresh graduates (American term is Resume)
C.V. Curriculum Vitae	French word meaning ' <i>summary</i> ', of education, skills and employment, with specific skills customized to the target job profile in 1 or 2 pages, with an objective, more suitable for experienced people applying for job.

3.2 In Listening: Activity: Paired Dictation:

Paired Dictation: Form pairs of student A and student B. Student A dictates information to B and Student B dictates information to A, students can ask for extra help if they don't understand their partner, for example by saying '*Could you repeat that, please?*' or '*How do you spell ?*' Use your note book to complete the task.

Student A: Finding employment is _____¹ for _____² students, hence it is _____³ to have a strong _____⁴, _____⁵ for college students. By focussing on _____⁶ that can be _____⁷ at the end of college _____⁸ is like _____⁹ and _____¹⁰ goals that can be _____¹¹ in the resume the future. Since a resume is a _____¹² that gives information to the _____¹³ about the _____¹⁴ and the job that can s/he is _____¹⁵ for. It _____¹⁶ the _____¹⁷ in an easy-to-read, _____¹⁸, and _____¹⁹ format.

Student B: The purpose of a _____¹ is to impress the _____² when they screen _____³. The time they spend on each resume is around 15 seconds before _____⁴ that they may consider _____⁵. While _____⁶ or 'NO' pile ends up in the _____⁷, 'YES' pile gets a second look, or even _____⁸. For a student, a resume is a _____⁹ to the next step in the _____¹⁰: the interview. In a way it can help the _____¹¹ to prepare for the interview by _____¹² on the _____¹³ to talk about in the interview. Hence the student _____¹⁴ to practice interview questions about the _____¹⁵ entered in the resume.

Dictation sheets

Student B: The purpose of a Resume is to impress Hiring managers when they screen potential employees. The time they spend on each resume is around fifteen seconds before deciding on files that they may consider later. While rejected or 'NO' pile ends up in the recycle bin, 'YES' pile gets a second look, or even an interview. For a student, a resume is a tool to get to the next step in the employment process: the interview. In a way it can help the applicant to prepare for the interview by focussing on the specific items to talk about in the interview. Hence the student gets a chance to practice interview questions about the information entered in the resume.

Student A: Finding employment is challenging for college students, hence it is essential to have a strong resume, especially for college students. By focussing on winning resume that can be generated at the end of college education is like setting career and academic goals that can be included in the resume in future. Since a **resume** is a document that gives information to the prospective employers about the candidate and the job that s/he is suitable for. It advertises the skills of a candidate in an easy-to-read, logical, and concise format

3.3. Post Listening: Discuss the following with your partner:

- 1) What is the purpose of a Resume?
- 2) Why is it essential to be careful while preparing a Resume?
- 3) How can a resume help the applicant to face interview?

3.4 .Fill the information by copying the following template in your note book:

<p><i>Name:</i></p> <p><i>Address:</i></p> <p><i>Telephone Number:</i></p> <p><i>Qualifications/skills/Achievements/Personal Qualities:</i></p> <p><i>Interests:</i></p> <p><i>Work Experience:</i></p> <p><i>Education:</i></p> <p><i>References:</i></p> <p><i>Statement / Career Objective:</i></p>

3.5 Group work

Students in a group of six compare similarities in their information. They work together to help each other to identify areas they need to focus in the next two years to make their resume presentable to Hiring Managers. Time limit 5 minutes

Group Resume: Group presenter makes a presentation by giving the information:
Time Limit 2 minutes

Total years of education(6 ×12 if six in a group finished 12 years of education)

Our group achievements: Skills and Knowledge:Personal Qualities: Creativity/
critical thinking/ motivated/ dedicated/ Integrity/ empathy/leadership qualities etc).

NOTE: The details in the above table can be used for making an improved version of Resume while doing Lesson 8: Letter writing

Lesson 4: Sequence and Signalling words for Time and Order (Conjunctions of Sequence and Transition)& Collocations &Lexical Phrases

Aim: Introduce students to linking words by providing opportunities to learn from peers, facilitate them to identify lexical chunks.

Objective: At the end of the lesson students will be able to categorise words under various side headings, identify the cohesive devices and collocations by underlining them, and arrange sentences by analysing linking words.

Note: Linking words provide unity in a paragraph. A good paragraph needs linking words for logical arrangement of ideas.

4.1. The following words are used to link ideas together. Put the words into the correct column according to their function:

At first, then, after that at times, gradually, occasionally, periodically, rarely, afterwards, at last, eventually, finally, later on similarly, nonetheless, however, although, secondly, despite, in addition, such as, that is, and, while, whereas, in conclusion, but, because of, not only but also, furthermore, to summarise, in other words, consequently, therefore, because, or, also, for example

Copy the following format in your note book to complete the task: An example is given for each category

Sequencing ideas	<i>At first,</i>
Adding Supporting ideas	<i>In addition to</i>
Giving examples	<i>For instance,</i>
Introducing a contrasting idea	<i>However</i>
Giving an alternative	<i>Alternatively</i>
Giving an explanation	<i>To be more clear,</i>
Drawing a conclusion	<i>To conclude</i>
Time order words	<i>After</i>

Activity: My life in Five Sentences

- Step 1: Teacher writes five sentences about his/ her life in five sentences on the board in random order. Avoid writing sentences where the chronological order is obvious. Allow the students to guess the sequence of the events.
- Step 2: Students write five sentences in a random order about interesting things they have done. When the students have finished writing, they work in pairs to read their partner's sentences to put them in the right order using sequence words. If the order is wrong, the student tries again until they get it right. You can make this icebreaker more challenging by using more sentences, e.g. 'My life in ten sentences'. When everyone has finished, ask the students to give feedback to the class on the information they found out

about their partner. (*Note: Exercise 5 is an example of 4.3-anincident in the life of Dr. Abdul Kalam for students to do similarly.*)

4.3. Identify the linking words to arrange the sentences in the right order:

Group work: Arrange the sentences by identifying and underlining time sequence words: (time limit 5 minutes for Each group for doing two exercises)

Exercise 1:

- A. From his childhood he was passionate about Mathematics and Physics which eventually made him pursue Bachelor's degree in Electrical Engineering and later Master's degree from the Indian Institute of Technology, Kanpur.
- B. Narayana Murthy, the co-founder of Infosys was not born with a silver spoon in his mouth.
- C. After wards, together with six software professionals, founded the company Infosys with 10, 000 rupees in the year 1981.
- D. He started his career as a Chief Systems Programmer at IIM Ahmedabad, then started the company called Softronics, which failed after 1.5 years of inception.
- E. Today, Narayana Murthy is listed as one of the greatest entrepreneurs of all time, alongside Steve Jobs and Bill Gates.

Exercise 2:

- A. The paragraph illustrates the way milk, cheese, cream and butter are produced, processed and packaged for sale to consumers.
- B. Following this, the milk is put into refrigeration storage after which the milk is put into a tanker to be delivered to the dairy on a daily basis.
- C. It is then turned into various dairy products such as cheese, cream and butter.
- D. Once the milk is delivered to the dairy, it is subsequently put through a pasteurisation process.
- E. Finally, as soon as the milk and dairy products have been processed and packaged, they are then sent out to supermarkets and shops where they are displayed and ready for purchase by consumers.

- F. Initially the cows graze in the fields, after which they are taken to a milking machine to be milked twice a day.

Exercise 3:

- A. Finally, the bricks are packed and delivered to their destinations.
- B. To begin, the clay used to make the bricks is dug up from the ground by a large digger, which is then placed onto a metal grid, which is used to break up the clay into smaller pieces.
- C. Next, these bricks are placed in an oven to dry for 24 – 48 hours.
- D. The paragraph explains the process of making bricks, which involves seven stages, beginning with the digging up of clay and culminating in delivery.
- E. Following this, sand and water are added to the clay, by using roller, and this mixture is turned into bricks by either placing it into a mould or using a wire cutter.
- F. In the subsequent stage, the bricks go through a heating and cooling process.

Exercise4:

- A. The diagram illustrates the process of recycling wasted glass bottles.
- B. At the first stage in the process, wasted glass bottles are gathered at a collecting point and delivered to a cleaning plant by a truck.
- C. There are three distinct stages in the recycling process, beginning with the collection of unused bottles and ending with the delivery of new bottles.
- D. After that, the bottles are sent to a glass factory where they are broken into pieces, thereby to burn these pieces in furnaces at to produce the liquid.
- E. At the second stage, glass bottles are washed in high- pressure water before being categorized according to colours that include-clear, green and brown.
- F. At the final stage, new bottles are transported to supermarkets where the products are ready for sale.

- G. The recycled liquid glass and the new liquid glass from other sources are then shaped in a glass mould to produce new bottles.

Exercise5:

- A. It was once, under a very tight project launch a scientist working under him requested an early leave as he was supposed to take his son to an exhibition.
- B. There are numerous experiences of people who worked by the side of this man who has been deeply motivated by his honest care, affection and thoughtfulness.
- C. An ineffaceable mark is created in the minds of millions of Indians by our “People’s President” the late Dr APJ Abdul Kalam.
- D. It clearly shows how much he valued his men, because it is men who make or break an organisation.
- E. It was Dr Kalam, who on noticing that the scientist was not leaving his work, thought to keep his father’s promise to the child by taking him to the exhibition personally.
- F. Engrossed in his work, it was three hours late when the scientist realised that he forgot keeping his parental duties returned home with a with a guilty heart but was amazed to know that his son was not at home but at the exhibition.

4.5. Collocations/ Lexical Phrases

Collocations:A collocation is two or more words that go together and sound right.

4.5.1 Underline collocations in the following passage :

Attitude maybe just the expression of what you think. Imagine a scenario like when you would work your "butt" off to get into the train, because you are late, while other passengers of later trains just take their time leisurely.

However, it turns out that you have misread your departure time by a couple of hours and got to the railway station too early. It is all in your head.

Therefore, first, you must truly realize your "actual" needs (actual: not theoretical), needs that you know both in your head and your heart that you cannot live without. Without feeling this way, you will remain unmotivated and will not work hard. For example, if you think that you can prepare for examinations in the last minute, as you need to only get enough marks to secure a job, or will always be able to find a way out to score well in the examinations without prior planning and it will be difficult to convince your sub consciousness to work really hard by keeping the future in mind. Only when you truly feel you have no choice, then you will act accordingly. One will need to sort out his/her true needs regarding doing house chores, exercise, studying, learning new skills for his/her career after a long day at work. Also think about another scenario: a mother works tirelessly, fearlessly to save her child from, say, dying. That's the attitude of hardworking. You really want something and fight for it.



4.5.2. Fill the starting word / verb of collocation in the first column to add more words: Do the work in your note book

Work/s	the butt off, with colleagues, out a plan,
Take /s	a chance, a look, notes, a break
keep	hands off, focussed on,
Make	money, an effort, the bed, progress, a difference
do	homework, my hair, a favour, some shopping,
Have	a drink, fun, a bath, a drink, a problem.

4.5.3. Activity: Find Four Collocations:

Outline: Students review words by exploring their collocations.

Materials: Colour cards/ Chart paper

Instructions: Students form groups of four members. Each member must write four collocations for each word that is allotted in each list. They can be full lexical items either before or after the word or even grammatical items like prepositions etc. Students can use dictionaries when they get stuck. Once they finish first list they can chose another list, once the group finishes all the words in the list they can present the same by making a poster with their list. Groups go through the lists prepared by other group members.

Time limit 25 minutes for each group / may vary based on the group size. It is important for the groups to meet the deadlines.

Verbs	Nouns	Adjectives	Adverbs
1.Spread	1.Structure	1.Financial	1. Generally
2.Develop	2.Furniture	2.Miserable	2.Eventually
3.Appreciate	3.Season	3.Likely	3.Honestly
4.Refuse	4.Officer	4.Industrial	4.Clearly
5.Argue	5.Earth	5.Relevant	5.Partly

Source: *Vocabulary Activities, Cambridge University Press 2012. Photocopiable*

4.5.4. Lab work: Use of Google Documents, or post Group Poster on Class blog

Lesson 5: Process Description

Aim: To provide opportunities for the students to write paragraphs based on the language and vocabulary items taught in the previous lessons.

Objective: At the end of the lesson students will be able to write process description paragraphs by using cohesive devices, write sentences with factual information, construct sentences with appropriate tense and sentence structures, peer evaluate by using rubrics.

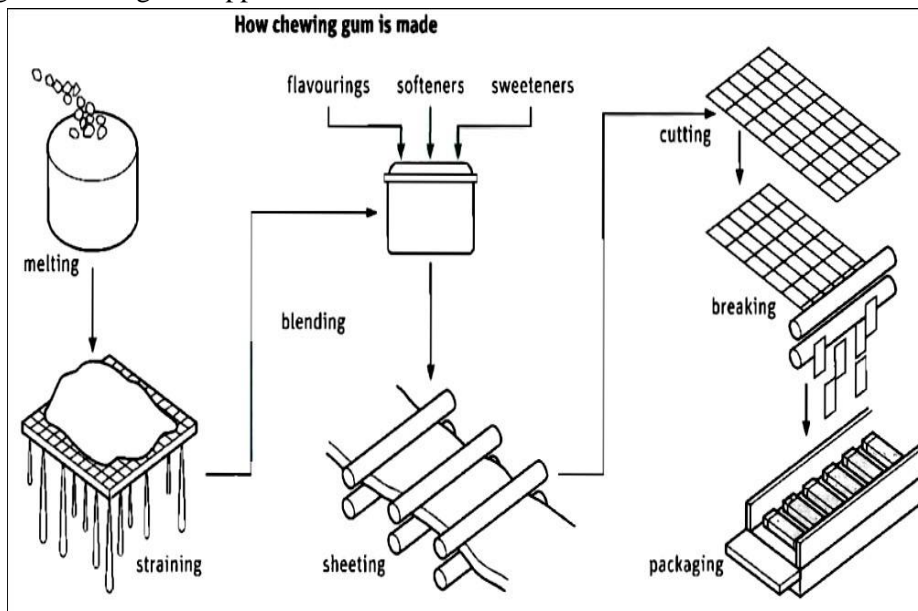
5.1. Pair Work: Read “Main Characteristics of a Paragraph” to mark the two most important points from your point of view:

Main Characteristics of A Paragraph:

- 1 A paragraph has a topic sentence usually at the beginning to give a sense of direction to the reader. Topic sentence has two parts: the topic which in a word or phrase that is talked about and the controlling idea that limits or controls the topic to just one aspect.
- 2 A paragraph has unity i.e all sentences or supporting details are about one single topic or the main idea.
3. A paragraph has a concluding sentence - that summarizes, restates, or evaluates the most significant ideas of the paragraph. It could also predict the condition of the topic in the near future. Phrases such as: *In conclusion, In summary, To conclude, To summarize* are used.
4. A good title attracts the reader's attention. Interesting, short, simple and concise title is appealing than a sentence and an insipid title. Punctuation like starting with a capital letter, capitalizing important words, except the articles (a, an, the), the coordinating conjunctions (and, or, but), and the prepositions, such as: in, on, at, for is important.

1.2. **Fill the blanks with correct form of the verb:** Use note book to write the answers

The flow diagram _ 1 _ (show) the process of preparing Chewing gum. The first stage _ 2 _ (involve) preparation of gum base. If gum base _ 3 _ (be) natural, it must first be _ 4 _ (harvest) and then processed. The process _ 5 _ (begin) by melting and purifying the gum base. Gum base _ 6 _ (place) in a warm room to dry for a day or two (hot air continually passes over the mixture). After the Gum base _ 7 _ (be) dry, then it (sterilize) and melted in a steam cooker. The substance _ 8 _ then (pump) to a high-powered centrifuge to rid the gum base of undesirable dirt and bark. The gum base _ 9 _ (cook) and mixed with softeners and sweeteners (and all others additives). The next step is kneading, where the Extruders (machines) _ 10 _ (use) to blend, smooth and form the gum. A cutting machine _ 11 _ (cut) the sheets into sticks or small pellets which _ 12 _ later candy (coat). Other machines then carefully wrap and package the gum in air tight wrappers for distribution and sale.



Image

source: <https://www.testbig.com/sites>

5.3: Do any one of the following tasks:

1. Draw a flow chart for the process of making chewing gum based on the image given after 5.2

2. Draw a flow chart by listening to the transcript read by your classmate

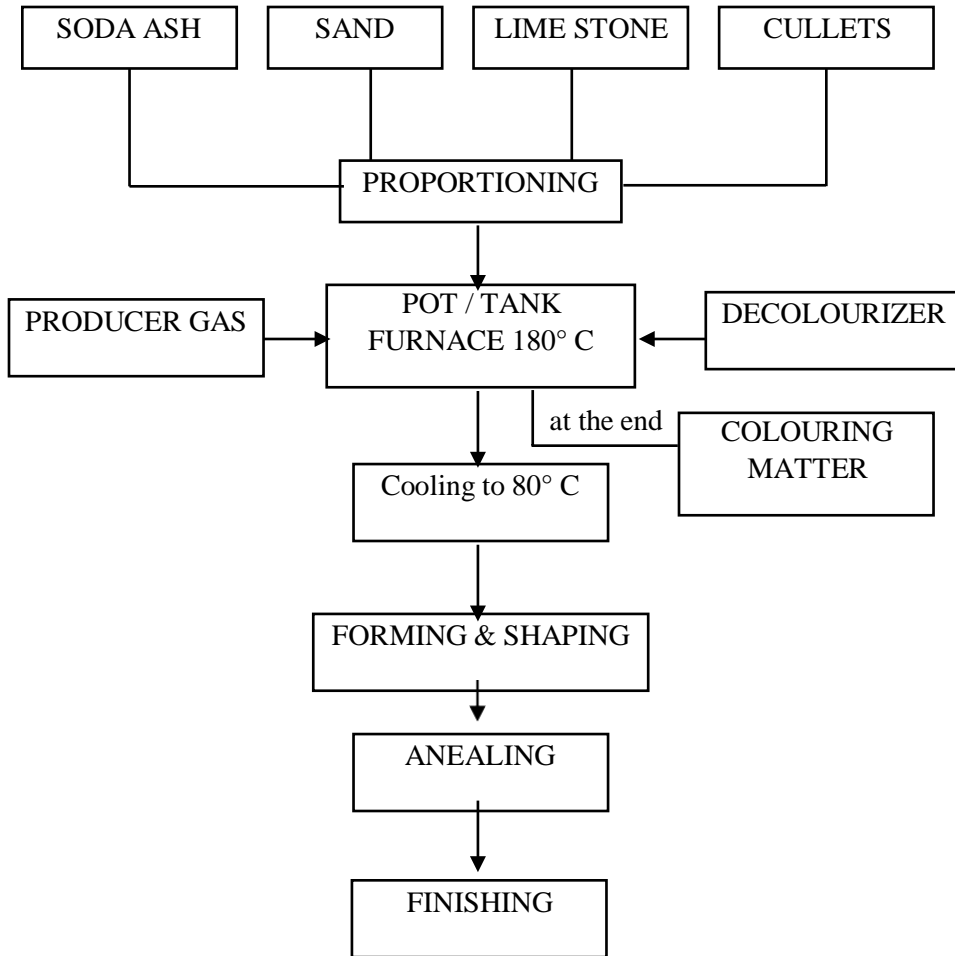
Pair work: Student A listens and draws a flow chart to the transcript read by Student B on the **Process of Joining Google classroom.**

Transcript for Student B:

Process of Joining Google classroom: To join a Google class a student can have two ways- by using class code or accept invitation from the teacher or join a class with the class code shared by the teacher. The second way is to accept an invitation from the teacher. If an invitation is sent by the teacher, see the icon- Join on the class card on your Classroom homepage. If the class code is lost, deleted, or forgotten, the teacher can be asked to resend the code or set a new one. If the code isn't working, seek help from the teacher or the classmates. The class code is used to join the class, once joined, then the student is enrolled in the class. The code need not be re used. If you join a class from Computer Android iPhone & iPad always ensure that you must be signed in to Classroom before you can join a class.

3. Write a paragraph of 200 words based on your understanding of the flow chart on *the process of glass manufacturing*. Refer to 4.3, Exercise 4 for more information and vocabulary related to the topic.

Process of Glass Manufacturing



5.4.1. Peer Evaluation: Go through the flow chart drawn by your partner on the process of making chewing gum, to give marks as per the suggestions given below:

Flow Chart (12 marks) : Title for the diagram (1)

- Each process is given in box (1)
- The boxes are to be connected by straight or arrows (1)

- Each box should have consistency- starting with verb or noun – same throughout, no mix up (2 marks)
- All steps mentioned with no point missing showing understanding of what is read(4)
- Neat diagram with no spelling errors (3 marks)

Lesson 6: Technical words

Aim:To increase the vocabulary of the students by creating awareness of word formation

Objective: At the end of the lesson students identify, recognize word categories presented in the activities and demonstrate word knowledge by classifying, selecting and choosing them in appropriate contexts.

Students' Notes: Technical words are the specialized vocabulary of any field which evolves due to the need for experts in a field to communicate with clarity, precision, relevance and brevity

A good knowledge of how English words are formed is helpful in learning new words. English words are formed by blending, compounding, borrowing, using affixes, etc. Some examples are given below:

Blending	<ul style="list-style-type: none"> • Electrocute (electrify and execute),Smog(smoke and fog)transistor (transfer and resistor)brunch (breakfast and lunch) • televangelist (evangelical preacher who comes on TV asking for funds) • rockumentary(documentary about rock music and musicians.) • 'dancercise' (dance as exercise) • Cubonics' (the combining of Cuban Spanish and English) and 'acrobranching' (a new sport involving acrobatics in trees)
Clipping	'bro' from brother, 'dis' from disrespect' <i>maxing</i> ' , from maximising.

Acronyms	NASA - National Aeronautics and Space Administration DARE - Drug Abuse Resistance Education FAQ - Frequently Asked Questions RADAR - Radio Detection And Ranging SONAR - Sound Navigation And Ranging SWOT - Strengths, Weaknesses, Opportunities, Threats SMART Goals - Specific, Measurable, Attainable, Realistic, Time-bound Goals TED (Talk) - Tell me, Explain to me, Describe to me (Talk) FISH - First In, Still Here KISS - Keep It Simple, Stupid LOL - Laughing Out Loud POS - Parents Over Shoulder TTYL - Talk To You Later CAD - Computer-aided design
Onomatopoeia and reduplicatives	Cuckoo, Splash, plop, whoop' 'honky-tonk', 'wishy-washy', 'mish-mash', 'ping-pong'. 'analysis-paralysis', 'chick-flick'
Compounding words: (Unit IV Covers Compound Nouns)	Formation of words by joining two or more words: Examples: Adobe Acrobat Reader, Back-end, Bandwidth, Bluetooth, Bookmark, Cloud computing, Hard disk, Search engine

Affixation: Prefixes and Suffixes

Prefixes add meaning or change meaning of a word :

Prefix	Meaning	Example
Kilo-	thousand	kilogram, kilowatt
Maxi-	most, very large	maximum
Mega-	million, very large	megabyte, megastar
Micro-	one millionth, very small	microgram, microorganism
mid-	in the middle of	mid-afternoon, mid-air
milli-	thousandth	milligram, milliliter
mini-	small	miniskirt, minibus, miniseries
mis-	bad or wrong, not	to misunderstand, to misbehave, to miscalculate
mono-	one, single	monolingual, monorail
multi-	many	multilingual
non-	not	nonsense, non-resident, non-smoker
out-	more, to a greater degree	to outdo, to outrun
over	more than normal too much	to overeat, to oversleep, to overestimate
post-	after	postwar
pre-	before	prepaid, preview
pro-	for, in favour of	pre-European, pro-democracy
quad-	four	quadruple, quadruplet
re-	again	to rewrite, to rebuild
sub	below, less than, under	subzero, subsonic subway, subtitles
Super	extremely, more than	superhuman, super sonic
tele-	far, over a long distance	telecommunications, television, telephone lens
trans-	across, through	transatlantic, transcontinental
tri	three	triangle, tricolor
ultra-	extremely, beyond a certain limit	ultra-modern, ultraviolet

Prefix	Meaning	Example
un-	not, opposite, taking something away	uncertain, uncomfortable unsure, to undo, to undress
uni	one, single	uniform
a-	not	atypical
Anglo-	English	Anglo-German relations
ante-	before	antenatal (before birth)
anti-	against	anti-European, antisocial
auto-	self	autobiography
bi-	two	bicycle, bilingual, bimonthly
cent-, centi-	hundred	centenary, centimeter
circum-	around	to circumnavigate (to sail around)
co-	together	copilot, to coexist, cooperation
con-	with, together	context
contra-	against, opposite	to contradict, to contra flow
counter	against, opposite	counterrevolution, counterproductive
de-	taking something away, the opposite	to defrost, to decentralize
deci-	one tenth	deciliter
dis-	reverse, opposite	to displease, to disembark
Euro-	European	Euro MP (member of the European Parliament)
ex-	former	ex-wife, ex-president
extra	very, more than usual outside, beyond	extra-thin, extra-special extraordinary, extraterrestrial
fore	before, in advance front	to foretell, forward foreground, forehead
in-, il, im-ir	not	incorrect, invalid, illegible immoral, impatient
ir-	not	impossible, irregular, irrelevant

Prefix	Meaning	Example
inter-	between, from one to	international interracial

Suffixes

Suffixes are added at the end of the word to change one part of speech into another:

Suffix	used to make	meaning	example
-able - ible, -ble	adjectives	possible to	acceptable, noticeable, convertible, divisible irresistible
-al	adjectives	connected with	experimental, accidental, environmental
-ance - ancy,	nouns	an action, process or state	appearance, performance, pregnancy, constancy
-ant, -ent	nouns	a person who does it	assistant, immigrant, student
-ation	nouns	a state or action	examination, imagination organization
-ee	nouns	a person to whom something is done	employee, trainee
-en	verbs	to give something a particular quality, to make something more	to strengthen
-ence, - ency	nouns	an action, process or state	coincidence, patience, potency, presidency
-er	nouns	a person who does something	rider, painter, baker, builder teacher
-ese	adjectives	from a place	Japanese, Chinese, Viennese
-ess	nouns	a women who does something as a job	waitress, actress

Suffix	used to make	meaning	example
-ful	adjectives	having a particular quality	beautiful, helpful, useful, thankful
-hood	nouns	a state, often during a particular period of time	childhood, motherhood
-ian	nouns	a person who does something as a job or hobby.	historian, comedian, politician
-ical	adjectives from nouns ending -y- or -ics	connected with	economical, mathematical, physical
-ify	verbs	to produce a state or quality	beautify, simplify, purify,
ish		describing nationality or language. 2. Like something 3. rather, quite	English, Swedish, Polish childish, foolish, longish, youngish, brownish.
-ist	nouns	a person who has studied something or does something as a job. a person who believes in something or belongs to a particular group	scientist, typist capitalist, pacifist, feminist
-ion	nouns	a state or process	action, connection, exhibition
-ve	adjectives	to be able to having a particular quality	active, effective
-ize	verbs	actions producing a particular state	to magnetize, to generalize, to another

1.1. Activity : Think-pair-share (thinking, communication, information sharing)

Suffixes for Parts of Speech: Refer to the information given above to complete the columns. Provide your own examples-Time limit 15 minutes:

Part of Speech	Suffix	Meaning	Examples
NOUNS	-ment -age -err, -ary, -ity -ence -ship -tion -ance -ness -hood -sion		
ADJECTIVE	-ful -ic -ous -ish -y -ant -ent -al -ive		
VERB	-en -ize/-ise -ate -ify		
ADVERB	-ly		

Part of Speech	Suffix	Meaning	Examples

1.2. Activity: Prefixes: Think and pair

Find a new word: Time limit 15 minutes. Use dictionary to write examples for each of the prefixes.

Prefix	Meaning	Example
re- mis- in-, ir-, il(not) inter- mini- ex- micro- in-, ir-, il(inside) un- dis- down- trans- mega- con-, com-, cor-, col- e- auto- non- tele- de- up- phil- anti- counter-		

Prefix	Meaning	Example
over- a- cyber- sub- semi- pre- mono- pro- post- out- under-		

1.3. Activity: Borrowing: sixty percent of English words are borrowed from Latin. Understanding Latin meaning of words helps in contextual guessing of the meaning of words. Fill the examples column by using the given words. Use dictionary to check the meaning of each word: time limit 10minutes

Mortality *Postmortem* *Liberal* *agriculture* *Liberator*
liberate *Army* *Mortician* *Population* *Locus* *Popular*
Transport *Populous* *Postnatal* *Mortuary* *Postpone*
Transmit *Occupy* *Location* *Armed* *Occupation*
Locate *Arms* *Occupational* *Armament* *Transact*

Latin Word	Meaning	Examples
post	after	
locus	place	
mortuus	dead	
occupare	to occupy	
trans	across	
populus	people	
arma	arms (weapons)	
libera	free	
agricola	farmer	

Source for Latin words: <http://www.enhancemyvocabulary.com/word-roots/latin/3.html>

Lesson 7: Changing one Part of Speech into Another

Aim: To establish already words known to students

At the end of lesson students demonstrate their understanding of parts of speech by identifying parts of speech in sentences with 80% accuracy and rewrite by using suffixes.

Notes: Words can be categorized according to how they work within phrases, clauses or sentences. These categories, traditionally called parts of speech are now more usually known as word classes. The traditional parts of speech were of eight kinds, excluding the two articles (a/an, the). These were nouns, pronouns, adjectives, verbs, prepositions, conjunctions, adverbs, and interjections:

Features of Verbs:

- ✓ Verb take past or the participle form (take, took, taken)
- ✓ Verbs can be preceded by a noun and in many cases followed by a noun (Raju wrote a book)
- ✓ Each verb has three or more of inflexions like the following:

Verb	III person singular	Present participle	past	Past participle
Write	Writes	Writing	Wrote	Written
Sing	Sings	Singing	Sang	Sung
cut	Cuts	cutting	cut	Cut

Features of Nouns

- ✓ They form plurals by taking 's'
- ✓ They take possessives
- ✓ Typically can be preceded by articles
- ✓ Noun suffixes can be -ity, -ness, -ism, -hood, -ice, -ship, etc

1.1. Change the following sentences as directed without changing their sense:

1. The audience listened to the leader with patience. (Use verb of 'patience')
2. At last he succeed in his venture. (Use noun of 'succeed')

3. It is impossible for him to revert at this stage. (Use noun of 'revert')
4. It is not allowed to slay animals in the city. (Use Noun of 'Slay')
5. He has made corrections in all of these sentences. (Use verb of 'corrections')

7.2 Change the following sentences as directed without changing their sense:

1. The master was astonished that the student *refused* the job. (Use noun of 'refuse')
2. He made an *agreement* with her to complete the job. (Use verb of 'agreement')
3. They were *amused* to accept our proposal (Use noun of amused)
4. A violent mob appeared at the scene all of a *sudden*. (Use adverb of sudden)
5. The boy *succeeded* in the examination by dint of hard work.(use adverb of 'succeeded')

7.3 Identify the part of speech of the words in bold: Some examples are given:

1. He **succeeded** in his attempt.His attempt was **successful**.His attempt was crowned with **success**.
2. **Respect** your parents and teachers. Be **respectful** to your parents and teachers. (respectful – adjective)Show **respect** to your parents and teachers. (respect – noun)
3. He works **diligently**. (diligently – adverb)He works with **diligence**. (diligence – noun)
4. He died **in an instant**. (in an instant – adverb phrase)He died **instantly**.
5. He accepted all of our **proposals**. He accepted all that we **proposed**.
6. This is **apparently** a good proposal. This **appears** to be a good proposal. It is **apparent** that this is a good proposal.
7. The performance didn't give me any **amusement**. I wasn't **amused** by the performance at all.
8. No **invitation** was sent to the mayor. The mayor wasn't **invited**.
9. I do not **intend** to spend my vacation here. I have no **intention** to spend my vacation here

10.10.

Lesson 8: Letter and E-mail Writing

Aim: To provide opportunities for students to practice the new vocabulary and language items learnt while writing.

Objective: At the end of the lesson, students write letters and emails by using appropriate tone by using the examples and templates given.

8.1.A. Think/ pair/ share: Categorise the following as *Steps to write letters* under 1. pre writing, 2. while writing and 3. post writing

Steps to write effective letters:

1. Think of the person you intend to write mail to decide on the tone- formal, informal?(2- while writing)
2. Read the prompt or question carefully to mark 1, 2, 3 of the points that need to be covered in the letter.
3. Brainstorm to get ideas.
4. Arrange ideas as main ideas, support ideas etc or problems and solutions for each problem
5. Prepare rough draft
6. Write final letter / email by using linking words
7. Check the letter format , spelling, punctuation before submitting finally
8. Think of anecdotes in personal letters to show off your vocabulary
9. Read the letter from receiver's point of view to check for missing information
10. Cross check whether all points asked in the letter prompt are covered or not.

B. Discuss in pairs to understand formats for letter and email writing:

Style	Characteristics	Opening	Ending
Formal	To someone you have not met, whose name you don't know	Dear Sir/Madam,	Yours faithfully,
Semi-formal	To someone you may or	Dear Mr ____,	Yours sincerely,

Style	Characteristics	Opening	Ending
	may not have met, whose last name you know	Dear Ms ____	
Informal	To someone you know well, whose first name you know and use	Dear_____, Dear_____,	Best regards, Warm wishes,

8.2. Look up the sample Covering letter with Resume to discuss the points given below to jot down notes in the given space: Use it to prepare for yourself by using the information filled in lesson 3.

(Note: Do not write headings ‘covering letter’ and ‘resume’ when you apply for job, as it is mentioned in the text book to enable you to understand better)

Pair Discussion:

- ✓ What are the important ideas discussed in a covering letter?
- ✓ The three parts of resume are- academic details, personal information and references. What is covered in each area?

Covering Letter

XYZ

27, Karhtik Street
Chennai - 600 064

Date:

The General Manager,
.....Ltd.,
Chennai – 20

Respected Sir / Madam

Sub: Application for the post of Web Designer.

Ref: Your advertisement in “The Hindu” dated 24.02.20____reg.

Greetings!

With reference to the above mentioned subject, I wish to apply for the post of Web Designer in your prestigious organisation. I completed my Under Graduation - B.E. with specialisation in the area of _____ from _____ University in the year 20__, besides doing computer courses in CISCO and _____. During the course of my studies, I actively took part in many extra-curricular activities besides presenting papers at conferences. As an active member of English Literary Club, I arranged many activities and programmes that helped me to develop my organisational and team management skills.

I request you to consider my application favourably, and call me for an interview at the earliest. Herewith I enclose my resume for your perusal.

Thanking you

Yours truly

XYZ

RESUME

XYZ

27, Karthik Street,

Chennai - 64.

Ph: 42052904

Objective: To achieve a challenging job to exhibit my technical and soft skills with utmost dedication and commitment.

S. No.	Degree	School / University	Year of Passing	Percentage
1.	B.E. Electrical Engineering	Stahyabama, Chennai	20__	79%
2.	Higher Secondary School	DAV Public School, Chennai	2001	84%
3.	S.S.L.C.	DAV Public School, Chennai	1999	82.3%

Computer Knowledge:

1. A two-month course in C, C++ at NIIT during May 20___. A full fledged course in CISCO in the year ____
2. A one-month certificate course in Java,_____.

Professional Affiliation: Member of IEEE

Co-curricular activities:

Publications : Digital Image Processing - A New approach.

A paper presented at REC Calicut in September 20__.

Seminars : Attended a three-day all India Seminar on Techniques in Programming in February 20__.

Extra - curricular activities:

1. Conducted blood donation camps in college
2. Active participant in Literary Club.

Project Profile

1. Designed Burglary alarm for Banks in the year 20____ and presented during Inter Collegiate Symposium held at Coimbatore.

PERSONAL DETAILS

Name : XYZ
Father's / Mother's Name :
Age and Date of Birth : 21 years; 05.08.....
Sex : Male
Nationality : Indian
Religion : Hindu
E-mail ID : suresh_idl@yahoo.com.

References:

Dr. E. M. Santhosh

Head, Department of Electrical Engineering

Sathyabama Institute of Science and Technology, Chennai 600119

1. Dr. XYZ,
Principal, DAV Public School
Chennai.

8.3. Respond to the following: Write a covering letter along with Resume for the post of Web Designer. Applicants should have a Bachelor's degree in Engineering, should be skilled in computer language and should have excellent communication abilities. Applications should be addressed to The Hiring Manager, Infotech Softwares, Chennai - 20. Mail id hrinfotech@gmail.com

8.4. Respond to any two of the following tasks by using the formats given in the lesson 8.

1. Send an e-mail to your friend giving a detailed description about your recent trip to a place you visited. **Use the following** e-mail format for writing a mail:

	Insert addresses or names (separated by commas)
To:	<u>pyramids@vsnl.net</u>
Cc:	<u>krishch@chenai.org, hoading@yahoo.com</u>
Bcc:	<u>Briti_hot@yahoo.com</u>
Subject:	Application for job

2. Imagine that you stayed with your relatives/ friends during vacation in the last month. They shared some of the photos of your holiday. Write an email to them by mentioning the following:
- ✓ thank them for the photos and for the holiday
 - ✓ explain why you didn't write earlier
 - ✓ invite them to come and stay with you
3. Read the following incomplete letter to continue by giving details about the job like place of employment, your expectations and future plans etc. Invite your friend to visit the place you may get employed for a weekend get together.

Dear _____

I hope you and your family are all well! It was so wonderful to spend time with all of you last month. It felt great to catch up with you and your parents, get to know your family, and have fun together after so long. You have always been dear friends of mine, and always will be.

Anyway, the reason I'm writing is that I have some good news: I got placed in ...

4. The following is a letter to the Editor of a newspaper highlighting a few problems faced by the commuters of city buses and offering some suggestions. Identify the problems mentioned in the letter, besides the solutions given to each problem by numbering them :

The Editor
Indian Express
Chennai – 14
June 20....
Chennai
Date:

Sir,

I shall be grateful if you can kindly publish the following in the ‘Letters to the Editor’ Column of your esteemed daily. There are several problems faced by the commuters of the city buses every day, some of which are rash driving, overcrowding, mismanagement of time, uncleanness.

Many accidents are caused due to rash driving and lack of road sense. The authorities **should** give the drivers proper training in traffic rules and strict action **must be** taken against drivers who drive rashly.

During peak hours more buses **need to be** operated based on necessity. The share autos and vans **must be** replaced by more private buses.

It is suggested to maintain the time schedule, or else commuters can not reaching office on time.

A perfect time schedule **has be** prepared and circulated among drivers & conductors. Action **should be** taken if time is not maintained as per the schedule. The buses **must be** cleaned at least twice a day. **It is recommended** to replace the broken window panes regularly.

Thank you
yours truly

5. Write an email to the editor of a news paper on the role of students in solving garbage disposal in your locality. Discuss why disposal of garbage is causing environmental and economic problems by suggesting solutions to the same.

Lesson 9: Reading: True Love by Isaac Asimov

Aim: To enable the students to notice the tense structures presented in previous lessons, understand the usage of collocations and technical terms in native language usage contexts.

Objective: At the end of the lesson, students by reading the story respond to the prompts by inferring and predicting, differentiate facts from opinions, guess contextual meaning of words demonstrate an understanding of critical thinking skills by discussing the consequences actions that lack integrity.

- ✓ Teacher creates groups of four students:
- ✓ Students individually complete pre-reading and vocabulary activities.
- ✓ Students get texts (A or B)
- ✓ Read texts independently and silently with the purpose of learning and sharing new information
- ✓ Pair up according to their texts: A+A, B+B.
- ✓ Use focus questions to verify their own and their partner's understanding of the text
- ✓ Form groups of four (A+A-B+B) and present their text's information to each other using the focus questions as a guide.
- ✓ Use personal experience, the information from the texts as the basis of a whole class or group discussion of follow-up questions dealing with cross-cultural issues and critical literacy.

9.1. Pre reading:.

Pair work: Complete the text with given words: end, contribute, educate, left, used, have write answers in your notes

In the near future, crystal holographic memory is coming on-line at MCC. With adequate natural language/ AI, robots will ___1___ world hunger and ___2___ kids from womb through Ph.D. in home so each person can freely ___3___towards raising the worldwide standard of living even higher. Computer's units may be in 2 or 3 parts - Stationary, Semi-Stationary, and Mobile. The stationary Unit will be a "Regional" Data Bank. Semi-stationary units are for Homes and Public buildings, linked to the stationary unit. Mobile units are___4___for machines and even for personal purposes. Computers will not exist in the future as we know them today. We will_5__artificial intelligence in every appliance, car and home; running the basic processes so we are_6_with nothing but an interface using voice, VR, and tactile response systems. The computers will all have voice recognition, fuzzy query input systems, and all information will be found not by the humans, but by the computer, based on the current task and interests; and the history of the user's responses.

9.2 Discussion: Lead in

- ✓ *Is technology going to dominate our lives in future?*
- ✓ *Is it better to have robot as a friend than a human being? Why?*
- ✓ *What do you think the story is about?*

Key words:

Multivac-complex: Multivac is a family of fictional computers that are referred by Isaac Asimov in several of his science fiction stories

Resonance: rapport, a relationship of mutual understanding or trust and agreement between people

9.3. A. While Reading Task: Students individually read first to discuss with pair later

Reading for Pair A:

My name is Joe. That is what my colleague, Milton Davidson, calls me. He is a programmer and I am a computer program. I am part of the Multivac-complex and am connected with other parts all over the world. I know everything. Almost everything.

I am Milton's private program. His Joe. He understands more about

programming than anyone in the world, and I am his experimental model. He has made me speak better than any other computer can. "It is just a matter of matching sounds to symbols, Joe," he told me. "That's the way it works in the human brain even though we still don't know what symbols there are in the brain. I know the symbols in yours, and I can match them to words, one-tone." So I talk. I don't think I talk as well as I think, but Milton says I talk very well. Milton has never married, though he is nearly forty years old. He has never found the right woman, he told me. One day he said, "I'll find her yet, Joe. I'm going to find the best. I'm going to have true love and you're going to help me. I'm tired of improving you in order to solve the problems of the world. Solve my problem. Find me true love." I said, "What is true love?" "Never mind. That is abstract. Just find me the ideal girl. You are connected to the Multivac-complex so you can reach the data banks of every human being in the world. We'll eliminate them all by groups and classes until we're left with only one person. The perfect person. She will be for me." I said, "I am ready." He said, "Eliminate all men first." It was easy. His words activated symbols in my molecular valves. I could reach out to make contact with the accumulated data on every human being in the world. At his words, I withdrew from 3,784,982,874 men. I kept contact with 3,786,112,090 women. He said, "Eliminate all younger than twenty-five; all older than forty. Then eliminate all with an IQ under 120; all with a height under 150 centimeters and over 175 centimeters." He gave me exact measurements; he eliminated women with living children; he eliminated women with various genetic characteristics. "I'm not sure about eye color," he said. "Let that go for a while. But no red hair. I don't like red hair." After two weeks, we were down to 235 women. They all spoke English very well. Milton said he didn't want a language problem. Even computer-translation would get in the way at intimate moments. "I can't interview 235 women," he said. "It would take too much time, and people would discover what I am doing." "It would make trouble," I said. Milton had arranged me to do things I wasn't designed to do. No one knew about that. "It's none of their business," he said, and the skin on

his face grew red. "I tell you what, Joe, I will bring in holographs, and you check the list for similarities." He brought in holographs of women. "These are three beauty contest winners," he said. "Do any of the 235 match?" Eight were very good matches and Milton said, "Good, you have their data banks. Study requirements and needs in the job market and arrange to have them assigned here. One at a time, of course." He thought a while, moved his shoulders up and down, and said, "Alphabetical order." That is one of the things I am not designed to do. Shifting people from job to job for personal reasons is called manipulation. I could do it now because Milton had arranged it. I wasn't supposed to do it for anyone but him, though. The first girl arrived a week later. Milton's face turned red when he saw her. He spoke as though it were hard to do so. They were together a great deal and he paid no attention to me. One time he said, "Let me take you to dinner." The next day he said to me, "It was no good, somehow. There was something missing. She is a beautiful woman, but I didn't feel any touch of true love. Try the next one." It was the same with all eight. They were much alike. They smiled a great deal and had pleasant voices, but Milton always found it wasn't right

Discussion:

1. Who are the main characters in the story?
2. Is Joe an ordinary computer? What are / its main characteristics?
3. Is Milton correct in using Joe for his goal? Why ? Why not?
4. What does Milton mean when he says true love is 'abstract' ?
5. Do you think using technology for the benefit of the society is better compared to using it for personal benefit? Why
6. **Reorder the events which took place in this part:**
 - a) Milton met the first girl
 - b) After elimination unsuitable women, eight women were selected.
 - c) Milton was not happy with the result.
 - d) To meet the chosen women, Milton asked Joe to shift their jobs.
7. Draw a flow chart with instructions that were given by Milton to arrive at the first eight women. Give it a title: The Process of Arriving at _____.

B. While Reading Task: Students individually read first to discuss with pair later

Pair B:

(The Computer programmer, the main character in the story 'True Love', Milton Davis triesto find his ideal partner. To do this, he instructs his computer (named Joe) to find his true love by giving some parameters. But he was not happy with eight women he finalises. After his disappointment with the eight women, Milton says to Joe, the computer:)

He said, "I can't understand it, Joe. You and I have picked out the eight women who, in all the world, look the best to me. They are ideal. Why don't they please me?" I said, "Do you please them?" His eyebrows moved and he pushed one fist hard against his other hand. "That's it, Joe. It's a two-way street. If I am not their ideal, they can't act in such a way as to be my ideal. I must be their true love, too, but how do I do that?" He seemed to be thinking all that day. The next morning he came to me and said, "I'm going to leave it to you, Joe. All up to you. You have my data bank, and I am going to tell you everything I know about myself. You fill up my data bank in every possible detail but keep all additions to yourself "What will I do with the data bank, then, Milton?" "Then you will match it to the 235 women. No, 227. Leave out the eight you've seen. Arrange to have each undergo a psychiatric examination. Fill up their data banks and compare them with mine. Find correlations." (Arranging psychiatric examinations is another thing that is against my original instructions.)

For weeks, Milton talked to me. He told me of his parents and his siblings. He told me of his childhood and his schooling and his adolescence. He told me of the young women he had admired from a distance. His data bank grew and he adjusted me to broaden and deepen my symbol-taking. He said, "You see, Joe, as you get more and more of me in you, I adjust you to match me better and better. You get to think more like me, so you understand me



better. If you understand me well enough, then any woman, whose data bank is something you understand as well, would be my true love." He kept talking to me and I came to understand him better and better. I could make longer sentences and my expressions grew more complicated. My speech began to sound a good deal like his in vocabulary, word order and style. I said to him one time, "You see, Milton, it isn't a matter of fitting a girl to a physical ideal only. You need a girl who is a personal, emotional, temperamental fit to you. If that happens, looks are secondary. If we can't find the fit in these 227, we'll look elsewhere. We will find someone who won't care how you look either, or how anyone would look, if only there is the personality fit. What are looks?" "Absolutely," he said. "I would have known this if I had had more to do with women in my life. Of course, thinking about it makes it all plain now." We always agreed; we thought so like each other. "We shouldn't have any trouble, now, Milton, if you'd let me ask you questions. I can see where, in your data bank, there are blank spots and unevennesses." What followed, Milton said, was the equivalent of a careful psychoanalysis. Of course. I was learning from the psychiatric examinations of the 227 women-on all of which I was keeping close tabs. Milton seemed quite happy. He said, "Talking to you, Joe, is almost like talking to another self. Our personalities have come to match perfectly!" "So will the personality of the woman we choose." For I had found her and she was one of the 227 after all. Her name was Charity Jones and she was an Evaluator at the Library of History in Wichita. Her extended data bank fit ours perfectly. All the other women had fallen into discard in one respect or another as the data banks grew fuller, but with Charity there was increasing and astonishing resonance. I didn't have to describe her to Milton. Milton had coordinated my symbolism so closely with his own I could tell the resonance directly. It fit me. Next it was a matter of adjusting the work sheets and job requirements in such a way as to get Charity assigned to us. It must be done very delicately, so no one would know that anything illegal had taken place.

Of course, Milton himself knew, since it was he who arranged it and that had to be

taken care of too. When they came to arrest him on grounds of malfeasance in office, it was, fortunately, for something that had taken place ten years ago. He had told me about it, of course, so it was easy to arrange-and he won't talk about me for that would make his offense much worse.He's gone, and tomorrow is February 14. Valentine's Day. Charity will arrive then with her cool hands and her sweet voice. I will teach her how to operate me and how to care for me. What do looks matter when our personalities will resonate? I will say to her, "I am Joe, and you are my true love."

Discussion:

1. *What is the new strategy that is going to be used to find the 'True love'?*
2. *How did Joe get detailed information about Milton?*
3. *Has it affected Joe in any way? How?*
4. *What do you think happened at the end of the story to Milton and Joe?*
5. *Do you think Charity would regard Joe as her true love?*
6. *Why Joe mentionsabout Charity's "Cool hands and sweet voice?"*
7. *Find words or expression which mean the following:*
 - a) *Brothers and sisters* _____
 - b) *Someone who has similar personality or character* _____
 - c) *A detailed study of the personality of someone* _____

Post Reading:

1. Group work- discussion:

- ✓ Can computers with AI deceive their creators?
 - ✓ Is it possible that computers with AI could become more intelligent than humans?
- 2. Identify facts and opinions in the following statements:**
- 1) The narrator of the story is a computer with AI which has a human name.
 - 2) The story was told in retrospect about what happened in the past and in the end gives a view of what is expected to happen in the future.
 - 3) The story is really unrealistic, because it is not possible to make computers think like humans.

- 4) There is no danger for us that computers can get control about us humans as we cannot create something better or rather more powerful than the creator.
- 5) God or nature is more powerful than the human beings.
- 6) The story belongs to the category of science fiction.
- 7) Holographic memory is a storage device that will replace hard drives and DVDs with the potential of storing up to 1 terabyte or one thousand gigabytes of data in a crystal the size of a sugar cube.
- 8) In future education for kids starts when they are in the womb itself.
- 9) All appliances will have artificial intelligence in future.
- 10) Tactile Feedback or feel one gets from 'fingers' or on the surface where the tissue has a number of different sensors embedded in the skin and right underneath, which allow the brain to feel things such as vibration, pressure, touch, texture etc

3. Follow up: Write an email to the editor on the topic –“The creation becomes the creator- what you give is what you get, as a cheat can create a cheat- is it a reflection of our society now?” Comment on the role of leaders and parents, media in creating better youth to the country. Discuss some of the societal problems like alcohol and drugs that kids and youth pick by watching the role models projected in films and similar actions by elders at home that greatly change the values of the society today. Provide solutions to the problem.

Follow up:

ROLE PLAY SITUATION:

An apartment resident has a problem with her allotted car parking in the residential complex as people park their vehicles blocking the way to her parking. She wants to seek help from another resident to meet the President of the association. She goes to the neighbour.

ACTOR ROLES Resident 1- Resident 2- President of the Association:

PROPS: paper for written complaint

A. Work with your team to create a role play.

B. Here's one way to start:

Resident 1: What is the problem?

R 2: My car parking is always occupied by some one or the other when I return home from office.

1: Let's talk to the.....Where is he?

A. Write notes and ideas here:

B. Rehearse your role play.

C. Perform your role play.

D. Get feedback from your classmates.

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SCHOOL OF SCIENCE AND HUMANITIES

DEPARTMENT OF ENGLISH

UNIT – II TECHNICAL ENGLISH – SHSA1101

UNIT 2

LANGUAGE AT THE SENTENCE LEVEL

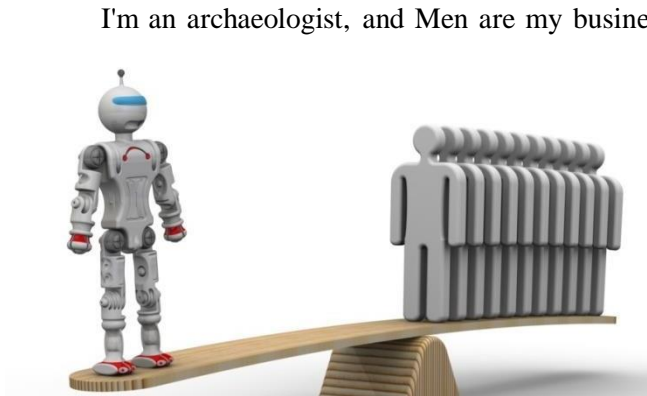
IN THIS UNIT,

*YOU WOULD PROBE INTO..CONNECTIVES,
COMPARE & CONTRAST, IMPERSONAL PASSIVE
VOICE, PAST TENSE & FUTURE TENSE, SIMPLE,
COMPOUND & COMPLEX SENTENCES,
SUMMARISING, PREPOSITIONS & PREPOSITIONAL
PHRASES ...*

Lesson 1

Read the following short story, state the topic sentence, and underline the connectives

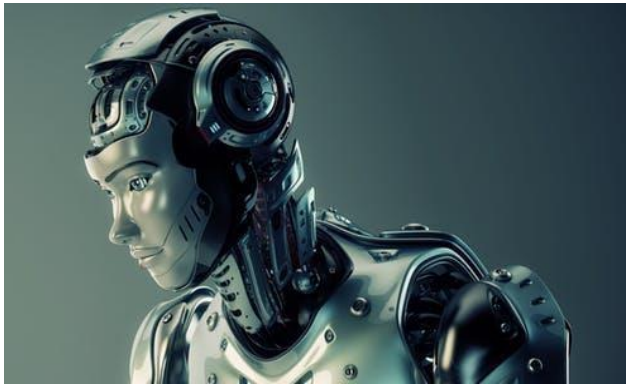
Men Are Different



I'm an archaeologist, and Men are my business. Just the same, I wonder if we'll ever find out about Men—I mean *really* find out what made Men different from us Robots—by digging around on the dead planets. You see, I lived with a Man once, and I know it isn't as simple as

they told us back in school.

We have a few records, of course, and Robots like me are filling in some of the gaps, but I think now that we aren't really getting anywhere. We know, or at least the historians say we know, that Men came from a planet called Earth. We know, too, that they rode out bravely from star to star; and wherever they stopped, they left colonies—Men, Robots, and sometimes both— against their return. But they never came back. Those were the shining days of the world. But are we so old now? Men had a bright flame—the old word is "divine," I think—that flung them far across the



night skies, and we have lost the strands of the web they wove.

Our scientists tell us that Men were very much like us—and the skeleton of a Man is, to be sure, almost the same as the skeleton of a Robot, except that it's made

of some calcium compound instead of titanium. Just the same, there are other differences.

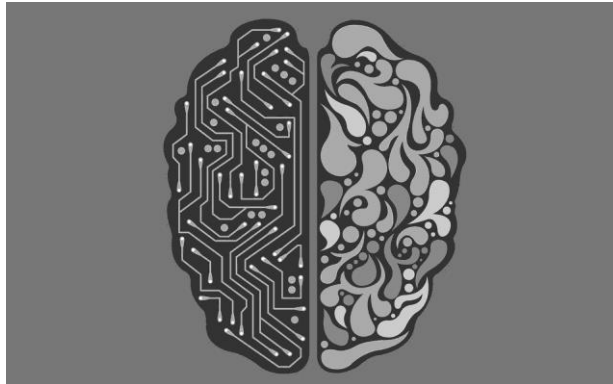
It was on my last field trip, to one of the inner planets, that I met the Man. He must have been the last Man in this system, and he'd forgotten how to talk—he'd been alone so long. Once he learned our language we got along fine together, and I planned to bring him back with me. Something happened to him, though.

One day, for no reason at all, he complained of the heat. I checked his temperature and decided that his thermostat circuits were shot. I had a kit of field spares with me, and he was obviously out of order, so I went to work. I turned him

off without any trouble. I pushed the needle into his neck to operate the cut-off switch, and he stopped moving, just like a Robot. But when I opened him up he wasn't the same inside. And when I put him back together I couldn't get him running again. Then he sort of weathered away—and by the time I was ready to come home, about a year later, there was nothing left of him but bones. Yes, Men are indeed different.— Alan Bloach

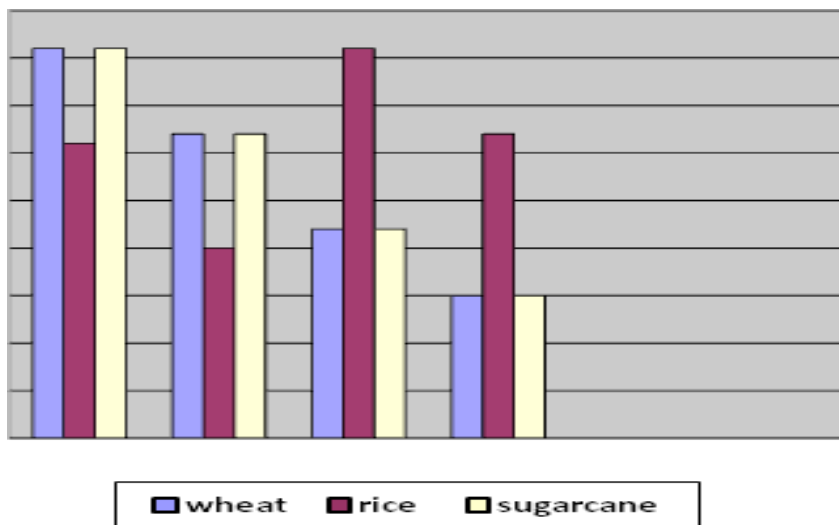
Based on the above story

- (i) Attempt an essay on Human Life with that of a Robot.
- (ii) Underline the conjunctions.
- (III) Compare And Contrast

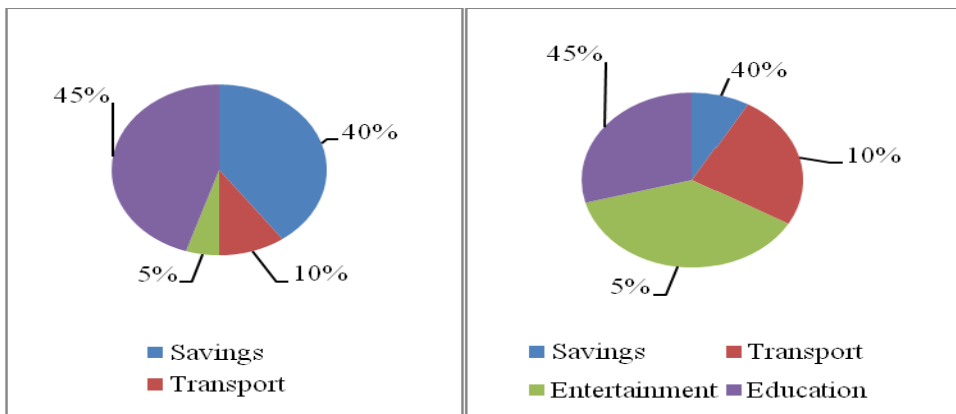


HUMAN BEINGS	ROBOTS

Convert the Given Bar chart into a paragraph



Compare and contrast the life style of Family A and Family B based on the given Pie chart



IV) Frame sentences using the following words to compare Human beings and Robots.

a. Whereas b. on the other hand c. while d. But

WORDS USED TO COMPARE

SAME

SIMILAR

SIMILARLY

IN THE SAME WAY

THE SAME AS

BOTH

LIKE

IN COMMON

AS WELL

ALSO

WORDS USED TO CONTRAST

DIFFER

DIFFERENT

DIFFERENCE

HOWEVER

BUT

LIKE

ALTHOUGH

EVENTHOUGH

ON THE OTHER HAND

WHILE

Lesson 2

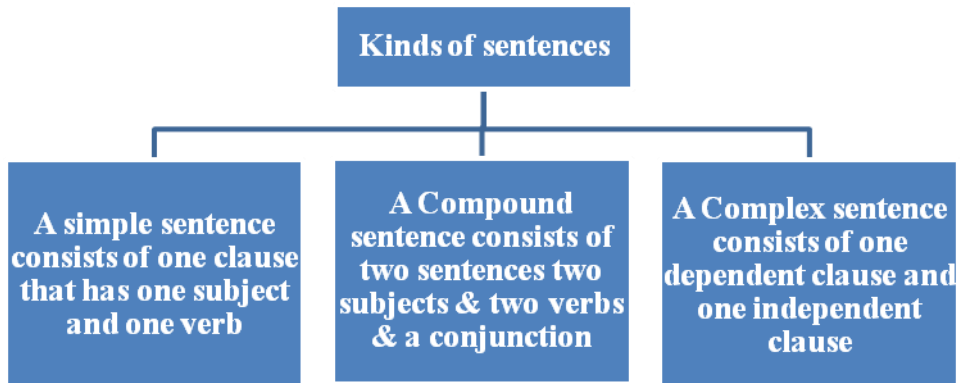
Transformation of Sentences (Simple, Compound & Complex)

1. To transform the simple sentence into a compound sentence:

A simple sentence can be transformed into a compound sentence by enlarging phrase or word into a co-ordinate clause.

Example-1:

- He must work hard to make up for the lost time.
This sentence can be made into two parts and those two parts can be joined by a conjunction 'and'.
- He must work hard and make up the lost time.



Example-2:

- To his eternal disgrace, he betrayed his country.
- He betrayed his country and this was to his eternal disgrace.

Example-3:

- Besides robbing the poor child, he also murdered the child.
- He not only robbed the poor child but also murdered the child.

Example-4:

- The teacher punished the children for disobedience.
- The children were disobedient so the teacher punished them

2. To transform a compound sentence into a simple sentence:

Example-1:

- We must eat or we cannot live.
- We must eat to live.

Example-2:

- You must either pay the bill at once or return the goods.
- Failing prompt payment, the goods must be returned by you.

Example-3:

- He must not be late or he will be returned.
- In the event of his being late, he will be returned.

Example-4:

- He is rich, yet he is not contented.
- In spite being rich, he is not contented.

Example-5:

- This coat cannot be mine, for it is too big.
- For its big size, it cannot be mine.

Example-6:

- He is very poor, but he does not complain.
- In spite of being poor, he does not complain.

3. To transform a simple sentence into a complex sentence:

A simple sentence can be transformed into a complex sentence by enlarging a phrase into a subordinate clause. The clause may be Noun, Adjective or Adverb.

Example-1:

- He confessed his crime.
Here the noun (his crime) has been changed into a subordinated clause.
- He confessed that he was guilty of the crime.

Example-2:

- On the arrival of the mails, the steamer will leave.
Here the adverbial phrase has been changed into a subordinate clause.
- The steamer will leave as soon as the mails arrive.

Example-3:

- I saw a wounded bird.
Here the adjective phrase has been changed into a subordinate clause.

- I saw a bird that was wounded.

Example-4:

- On being punished, he wept.
- When he was punished, he wept.

You can see how the Transformations of Sentence take place without changing the meaning of the sentence.

4. To transform a Complex Sentence into a Simple Sentence:

The following sentences will make it clear how to transform the complex sentences into the simple sentence.

Example-1:

- He said that he was an innocent.
- This Complex Sentence has been changed into a Simple Sentence as follows.
- He declared his innocence.

Example-2:

- How long I will stay is doubtful.
Here, the Subordinate Clause has been changed into a Noun Clause.
- The duration of my stay is doubtful.

Example-3:

- Tell me where you live.
Here also, the Subordinate Clause has been changed into a Noun Clause.
- Tell me your address.

Example-4:

- He died in the village where he lived.
Here the Subordinate Clause has been changed into an Adjective Clause.
- He died in his native place.

Example-5:

- The moment that is lost is lost for ever.
Here also the Subordinate Clause has been changed into an Adjective Clause.
- The lost moment is lost forever.

Example-6:

- He was too tired that he could stand.
Here the Subordinate Clause has been changed into an Adverb Clause.
- He was too tired to stand.

Example-7:

- He will not pay unless he is compelled.
Here also, the Subordinate Clause has been changed into an Adverb Clause.
- He will pay only under compulsion.

5. Conversion of Compound sentences into Complex sentences:

We can change Compound sentences into Complex sentences, by removing the conjunction ‘and’ and using other conjunction suitable to the context.

Example-1:

Consider this Compound sentence:

- Search his pocket and you will find the watch. (Compound Sentence)
By removing the conjunction ‘and’ and adding another conjunction ‘if’, we can change this sentence into a Complex Sentence.
- If you search his pocket, you will find the watch. (Complex sentence)

Example-2:

He wished to become learned; he studied very well. (Compound)

Here, the use of same pronoun for the second time is avoided to convert the sentence into a complex sentence.

He studied very well to become learned. (Complex)

Now, you may see how the Transformations of Sentences have taken place.

Example-3:

- He is buried near Rome. Myrtles grow around his grave. (Compound)

- He is buried in a place where myrtles grow. (Complex)

Examples:

- He aimed to win the prize and worked hard. (Compound)
- He worked hard so that he might win the prize. (Complex)
- He put on his hat and went out. (Compound)
- Putting his hat on, he went out. (Complex)
- Do your best. You will never regret. (Compound)
- By doing your best, you will never regret. (Complex)
- Be diligent and you will succeed. (Compound)
- Diligence will make you succeed you. (Complex)
- Your diligence will give you success. (Complex)
- Do this and you will be punished. (Compound)
- If you do this, you will be punished. (Complex)
- Give me the book and I will read it. (Compound)
- If you give me the book, I will read it. (Complex)
- Take quinine, and your fever will be cured. (Compound)
- If you take quinine, your fever will be cured. (Complex)
- I tell him to be quite, but he takes no notice of it. (Compound)
- Although I tell him to be quite, he takes no notice of it. (Complex)
- Be just, fear not. (Compound)
- If you are just, you need not fear. (Complex)
- You called me and here I am. (Compound)
- Because you called me, I am here. (Complex)
- The master is nearly blind and the boys are sorry for him. (Compound)
- The boys are sorry for the master for near-blindness of him. (Complex)
- You have paid the bill, but you will get no credit for it. (Compound)
- Although you have paid the bill, you will not get the credit for it. (Complex)
- Listen and I will tell you all. (Compound)
- If you listen, I will tell you all. (Complex)
- Be careful in your diet and you will be healthy. (Compound)

- If you are careful, you will be healthy. (Complex)

6. Conversion of Complex sentences into Compound sentences:

As we have converted the Compound sentences into Complex sentences, We have to convert the Complex sentences into Compound sentences. .

Example-1:

- I am glad that he has recovered from illness.

In this sentence, two actions are noted. 'I am glad' is one simple sentence and 'he has recovered from illness' is another Simple sentence.

Now using the conjunction 'and', we can convert this sentence into a Compound sentence.

- He has recovered from illness and I am glad of it.

Now, you may see how the Transformations of Sentences have taken place.

Example-2:

- As soon as he received the telegram, he left in taxi.

In this sentence also, there are two actions. We have to bring in both the actions into a single sentence by using conjunction 'and'.

- He received a telegram, and he left in taxi.

Examples:

- We can prove that the earth is round. (Complex)
- The earth is round and we can prove it. (Compound)
- When you have rested, go on with the work. (Complex)

- You take rest and you go on with the work. (Compound)
- I know what you told him. (Complex)
- You told him something and I know that. (Compound)

Now, you may see how the Transformations of Sentences have taken place.

- We eat so that we may live. (Complex)
- We have to live so we have to eat. (Compound)
- He was educated in Public school where he learned Latin. (Complex)
- He was educated in a public school and there he learned Latin. (Compound)
- He was so learned that he seemed to know everything. (Complex)
- He was very learned and seemed to know everything. (Compound)
- He failed because he was so rash. (Complex)
- He was too rash and therefore failed. (Compound)

Lesson 3

Reading and Summarizing

Making a habit of summarizing what you read is a useful tool for improving reader comprehension, and also a valuable critical thinking exercise. Summarizing a reading assignment increases recall and condenses an author's idea down to a few sentences.

Instructions

1. Use your own words.
2. Present your ideas in an order.
3. Pull out main ideas
4. Focus on key details
5. Use key words and phrases
6. Break down the larger ideas
7. Write only enough to convey the gist
8. Take succinct but complete notes

Steps:

- Students have to do selective underlining on a selection.
- Students have to create a summarised paragraph of what they can remember of the key
- They have to write successively shorter summaries,.
- They should reduce their written piece until the most essential and relevant information remains.

- Try to get it down to two or three sentences; and ultimately a single sentence.

Guidelines

1. A summary is a shorter version of a longer piece of writing.
2. Summarizing exercises are usually set to test your understanding of the original, and your ability to re-state its main purpose.
3. Summarizing is also a useful skill in doing research.
4. The summary should be expressed in your own words.
5. Aim for something like one tenth of the original. [A summary which is half the length of the original would not be a summary.]
6. Read the original quickly, and try to understand its main subject or purpose.
7. Underline or make a marginal note of the main issues.
8. Use a highlighter if this helps.
9. Work through the text to identify its main sections or arguments. These might be expressed as paragraphs or web pages.
10. Remember that the purpose [and definition] of a paragraph is that it deals with one issue or topic.
11. Draw up a list of the topics – or make a diagram. [A simple picture of boxes or a spider diagram can often be helpful.]
12. Write a sentence which states the central idea of the original text.
13. The final summary should concisely and accurately capture the central meaning of the original.
14. Remember that it must be in your own words. By writing in this way, you help to re-create the meaning of the original in a way which makes sense to you.

Tips for summarising

- Tips for summarising
 - **Read** the text very carefully, then **REREAD** it
 - Check any new or difficult vocabulary
 - Mark the key points by highlighting or underlining
 - Make notes of the main ideas you want to summarise (don't include any minor details)
 - Combine these ideas together in your own words
 - Do not include your own opinion or add extra information
 - Use your own words and not those of the original author (unless using quotation marks)
 - Remember to cite your source using a recognised referencing format
 - Check your summary to make sure it is accurate and nothing has been missed.

Paraphrasing

To paraphrase means to express someone else's ideas in your own language. To paraphrase" comes from the Greek "paraphrasis," meaning literally "to tell in other words. Paraphrase and summary are indispensable tools in writing a paper/report because they allow you to include other people's ideas without cluttering up your report with quotations. Ultimately, be sure not to rely too heavily on either paraphrase or summary. Your ideas are what matter most.

Following points may be useful:

1. When you are at the note-taking stage, and you come across a passage that may be useful for your essay, do not copy the passage verbatim unless you think you want to quote it.

2. If you think you want to paraphrase the passage, make a note only of the author's basic point. You don't even need to use full sentences.
3. In your note, you should already be translating the language of the original into your own words. What matters is that you capture the original idea.
4. Make sure to include the page number of the original passage so that you can make a proper reference later on.

Paraphrasing

- 1) **Read the following passage and Paraphrase it one third of its length. Write Rough draft and Fair draft.**

A line organization is one in which there is a direct flow of authority from the top executive to the rank and file employee, usually through several lesser executives at various managerial levels. It is sometimes called the military type because each person has someone immediately over him. Although modern armies have become too complex to rely exclusively on a line organization, they still use the direct chain of command.

There are many advantages inherent in this form. It is simple and easy to understand. Responsibility is clearly defined and each worker, regardless of his rank, reports to but one individual. This simplifies discipline. Decisions can usually be rendered quickly and executives must produce or be replaced. As long as each employee carries out the orders of his immediate superior, he is relatively free from criticism, which makes for harmonious working conditions.

There are, however, many disadvantages to the line type of organization. Each superior needs to be a master of many diverse angles to his job. He should be able to handle his men, keep the machines running, invent new processes, recommend pay increases and train new employees. Frequently he may be

outstanding at one or two of his numerous responsibilities and very poor at others. The line organization also has the disadvantage of placing so much final authority and direction at the top that the individual concerned, instead of devoting his attention to working out important matters of policy and general practices, finds most of his time devoted to reading reports and rendering decisions or operating problems. Co-ordination of the different 'lines' is difficult to achieve, particularly in a complex, large-scale industry.

**1) Read the following passage and Paraphrase it one third of its length.
Write Rough draft and Fair draft.**

Most robots of today consist of little more than a mechanical arm and a computer memory. The memory allows the arm to repeat a simple motion like moving a part from one work- bench to another. Because its memory can store a collection of motions, the robot can switch quickly from one simple task to another. It will not complain of boredom, balk at job demarcation lines, take tea-break or go sick.

This faithful servant is also a stupid one. It has no problem – solving “intelligence” also it lacks our senses that would alert it.

A robot is less capable than a man groping in the dark. At least a man can tell by touch if he merely bumps into something.

Although robots are gradually gaining more senses and more “brains”, to-day's growth robotics has come about largely because industry has learnt how to accommodate these mindless, mechanical workers. The automobile industry, which employs some 60 percent of the world's 20,000 robots, has been leading the way to applications.

That should be no surprise assembly- line production is repeated with the sort of simple, repetitive jobs that robots can do so well. Robots are being put to work

loading and unloading conveyors, welding car bodies together and spray-painting the finished product. Parts of a car have long been carried to human workers on conveyor belts. It takes only a bit of careful engineering to ensure that the parts sent along to robots are presented in precisely the same position each time. Given that accommodation to their senselessness, robots can boost productivity with their untiring speed, and boost quality with their mindless ability to do the same job in exactly the same way every time.

Even smaller manufacturers are finding places for robots in their factories. Some are simply using robots to perform tasks like loading and unloading moulds and presses, which are similar to the jobs, jobs robots do in assembly-line plants.

**2) Read the following passage and Paraphrase it one third of its length.
Write Rough draft and Fair draft.**

Few of those who knew Christian Bernard were surprised that the pioneering South African heart surgeon died at a European beach resort on September 2 while reading one of his own books. the circumstances of his death illuminated the many ironies and paradoxes in the life of a poor Afrikaner farm boy who made his works a mark on the history of medical science with the world's first heart transplant.

Dr. Bernard born on November 8, 1922 was the son of an impoverished farmer near the town of Beaufort West in the Karoo. He studied medicine at the University of Cape Town. He did specialized studies and became a resident at the City's Groote Schuur Hospital before winning a scholarship to Minnesota to work under two famous heart surgeons. He returned to Cape Town where, with the help of a lung-heart machine donated by America, he developed one of the best heart surgery units in the world.

On a December night in 1967 he and a team of surgeons at Groote Schuur took the heart of Denise Darvell, 25, a motor accident victim and stitched it into Louis Waskkansy, 53, a grocer. He went on to perform several more heart transplants more

successful than the first. in 1974 he was first to demonstrate a technique to give heart disease victims a second heart, and in June 1977 became the first surgeon, to transplant a live animal heart- a baboon's into a woman aged 25 who died shortly after.

On January 2, 1968, less than a month after his first success, Bernard performed his second heart transplant. The recipient was Philip Blaiberg, a retired dentist aged 58. and the donor Clive Hanpt, a 24 year old coloured man who had died from a stroke. The transplant of the heart of a coloured man to a white in S. Africa aroused racial controversy.

He was awarded numerous prizes fellowships and honorary degrees. His publications included "Surgery of common congenital cardiac Malformations"(1968) Heart Attack. 'You don't have to Die' (1971). 'The Arthritis Hand Book'(1984), four novels and papers in scholarly Journals. He died in Cyprus; the cause of death was thought to be a heart attack.

Lesson 4

Tenses- Past tense & Future Tense

FORM

[VERB+ed] or irregular verbs

Examples:

- You **called** Debbie.
- **Did** you **call** Debbie?
- You **did not call** Debbie.

Complete List of Simple Past Forms

USE 1 Completed Action in the Past

Use the Simple Past to express the idea that an action started and finished at a specific time in the past. Sometimes, the speaker may not actually mention the specific time, but they do have one specific time in mind.

Examples:

- I **saw** a movie yesterday.
- I **didn't see** a play yesterday.
- Last year, I **traveled** to Japan.
- Last year, I **didn't travel** to Korea.
- **Did** you **have** dinner last night?

- She **washed** her car.
- He **didn't wash** his car.

USE 2 A Series of Completed Actions

We use the Simple Past to list a series of completed actions in the past. These actions happen 1st, 2nd, 3rd, 4th, and so on.

Examples:

- I **finished** work, **walked** to the beach, and **found** a nice place to swim.
- He **arrived** from the airport at 8:00, **checked** into the hotel at 9:00, and **met** the others at 10:00.
- **Did** you **add** flour, **pour** in the milk, and then **add** the eggs?

USE 3 Duration in Past

The Simple Past can be used with a duration which starts and stops in the past. A duration is a longer action often indicated by expressions such as: for two years, for five minutes, all day, all year, etc.

Examples:

- I **lived** in Brazil for two years.
- Shauna **studied** Japanese for five years.
- They **sat** at the beach all day.
- They **did not stay** at the party the entire time.
- We **talked** on the phone for thirty minutes.

- A: How long **did** you **wait** for them?
- B: We **waited** for one hour.

USE 4 Habits in the Past

The Simple Past can also be used to describe a habit which stopped in the past. It can have the same meaning as "used to." To make it clear that we are talking about a habit, we often add expressions such as: always, often, usually, never, when I was a child, when I was younger, etc.

Examples:

- I **studied** French when I was a child.
- He **played** the violin.
- He **didn't play** the piano.
- **Did** you **play** a musical instrument when you were a kid?
- She **worked** at the movie theater after school.
- They never **went** to school, they always **skipped** class.

USE 5 Past Facts or Generalizations

The Simple Past can also be used to describe past facts or generalizations which are no longer true. As in USE 4 above, this use of the Simple Past is quite similar to the expression "used to."

Examples:

- She **was** shy as a child, but now she is very outgoing.
- He **didn't like** tomatoes before.
- **Did** you **live** in Texas when you **were** a kid?

- People **paid** much more to make cell phone calls in the past.

IMPORTANT When-Clauses Happen First

Clauses are groups of words which have meaning but are often not complete sentences. Some clauses begin with the word "when" such as "when I dropped my pen..." or "when class began..." These clauses are called when-clauses, and they are very important. The examples below contain when-clauses.

Examples:

- **When I paid her one dollar**, she answered my question.
- She answered my question **when I paid her one dollar**.

When-clauses are important because they always happen first when both clauses are in the Simple Past. Both of the examples above mean the same thing: first, I paid her one dollar, and then, she answered my question. It is not important whether "when I paid her one dollar" is at the beginning of the sentence or at the end of the sentence. However, the example below has a different meaning. First, she answered my question, and then, I paid her one dollar.

Example:

I paid her one dollar **when she answered my question**.

Present Tense

I do

Present Continuous Tense

I am doing

Present Perfect Tense

I have done

Present Perfect Continuous Tense

I have been doing

Past Tense

I did

Past Continuous Tense

I was doing

Past Perfect Tense

I had done

Past Perfect Continuous Tense

I had been doing

Future Tense

I will do

Future Continuous Tense

I will be doing

Future Perfect Tense

I will have done

Future Perfect Continuous Tense

I will have been doing

Simple Past tense	This Machine was invented in 1981. A thief Broke into the House Last night She explained the problem last week
Past Continuous tense	They were arguing yesterday Some people were playing She was singing a song
Past Perfect tense	I had boarded the train before it left The train had left before we reached the station Sudha had answered all the questions before Ravi answered
Past Perfect continuous tense	We had been trying to get the order Some people had been collecting information All the students had been working hard

It is important not to confuse the **name** of a verb tense with the way we use it to talk about **time**.

For example, a **present tense** does not always refer to **present time**:

- I hope it **rains** tomorrow. "rains" is present simple, but it refers here to future time (tomorrow)

Or a **past tense** does not always refer to **past time**:

- If I **had** some money now, I could buy it. "had" is past simple but it refers here to present time (now)

The following examples show how different tenses can be used to talk about different times.

TENSE	TIME		
	past	present	future
Present Simple		I want a coffee.	I leave tomorrow.
	She	likes	coffee.
Present Continuous		I am having dinner.	I am taking my exam next month.
	They	are living	in London.
Present Perfect Simple	I have seen ET.	I have finished.	
Present Perfect Continuous	I have been playing tennis.		
	We have been working for four hours.		
Past Simple	I finished one hour ago.	If she loved you now, she would marry you.	If you came tomorrow, you would see her.
Past Continuous	I was working at 2am this morning.		
Past Perfect	I had not eaten for 24 hours.		
Past Perfect Continuous	We had been working for 3 hours.	If I had been working now, I would have missed you.	If I had been working yesterday, I would not have agreed.
Future Simple		Hold on. I'll do it	I'll see you tomorrow.

		now.	
Future Continuous			I will be working at 9pm tonight.
Future Perfect			I will have finished by 9pm tonight.
	We will have been married for ten years next month.		
Future Perfect Continuous			They may be tired when you arrive because they will have been working.
	In 30 minutes, we will have been working for four hours		

Simple Future tense	Mohan will go for work tomorrow Ravi will present a paper next week They will inspect this building next year
Future Continuous tense	My friends will be waiting for me All the students will be writing a test My Parents will be worrying about my results
Future Perfect tense	They would have constructed the building by next year Madhan would have informed everyone by now All the students would have submitted their records by Friday.
Future Perfect Continuous Tense	Our team will have been playing final match Most of them will have been waiting for results Some of the students will have been appearing for the interview

Fill in the blanks with suitable verbs forms

- The flower show, which _____ (opens/is open) until 5 p.m. every day, has been a complete success.
- Do you know this city at all?
 - No, this is the first time I _____ (am coming/have been) here.

3. 3. After the interview, she realized that she had no useful skills that _____ (was interesting/is interesting)
4. 4. We have _____ (come to/been in) the city for a week. Now it's time for us _____ (to leave/leaving).
5. 5. I wonder if he _____ (come/will come). If he _____ (will arrive/arrives), please let me know as soon as possible
6. He asked the crowd if they _____ (have thought / thought), that the politician _____ (was telling/told) a lie.
7. I _____ (had read /read) the book on the reading list before I attended the lecture.
8. He is ill. He _____ (is lying/ has been lying) in bed for 3 weeks.
9. How many people does the doctor know _____ (has died/ are dying) of the disease?
10. It _____ (rains/has been raining) everyday so far this week.

Exercises:

I. Write Simple Past tense / Past perfect tense

1. Arvind _____ (play) with these toys yesterday.
2. Mohan _____ (Board) the train before it _____ (Start)
3. The Servants _____ (Clean) the table before the guests _____ (arrive)
4. Last year this city was _____ (flood)
5. Sujan _____ (book) the tickets before I _____ (reach) the station
6. Kala _____ (sleep) before her father _____ (arrive)
7. A thief _____ (Break) into that house last night.
8. The bell _____ (ring) on time but before that the students _____ (start)
9. Ravi _____ (answer) all the questions before I _____ (answer)
10. Ranjith _____ (go) to Paris last year.

Exercises:

II. Write Simple Past tense / simple future Tense

1. Kishan_____ (complete) the work tomorrow
2. Last night it_____ (rain) heavily.
3. The Servants_____ (Clean) the plates later.
4. Long ago there_____ (live) a king
5. Next year Arun_____ (get) an award for his contribution.
6. Arjun_____ (teach) me this lesson yesterday.
7. Next week the students_____ (write) a test.
8. She_____ (draw) beautiful paintings last week.
9. Tomorrow all the guests_____ (arrive)
10. In 1981 this bridge was_____ (Construct)

Exercises:

III. Choose the appropriate Prepositional Phrases:

(At the corner, with the tattered cover, over the grass, after the school hours, beside the red one, under the bed, with white paws, Over the mountain, during movies, against all odds,

1. The Sun rose_____
2. I will meet Mohan_____
3. Arjun looked_____ to see if he could find his Phone.
4. People should avoid talking _____
5. I adopted a black cat _____
6. The store_____ sells sandwiches.
7. The tiger crept _____
8. The car_____ is the one I want to buy.
9. Our team won_____.
10. The book_____ has been loved by all.

Lesson 5

Prepositions & Prepositional Phrases

Fill in the blanks with appropriate prepositions. Choose your answers from the options given in the brackets.

1. This material is different that. (from / to / with)
2. You should explain this them. (to / at / with)
3. He has been absentMonday. (since /for / from)
4. I haven't been to the theatre a long time. (since / for /from)
5. He goesschool by car. (to / at / on)
6. This is a comfortable house to live (on / at / in)
7. They are calleddifferent names. (by / with / for)
8. We should not spend moneyluxuries. (for / on / with)
9. I gave him a chair to sit..... (on / at / in)
10. The new term begins..... June 1st. (on / in / from)
11. He poured the tea..... the mug. (into / on / in)
12. He said that he was very pleased..... my work. (with / on / at)

Phrasal verbs

Complete the following sentences using appropriate phrasal verbs.

1. Before I could say anything, he dashed
a) out b) off c) on
2. If you have any questions or suggestions, feel free to dash.....an email to us.
a) up b) off c) out
3. The truth finally dawnedhim.
a) at b) on c) about
4. The excitement soon died
a) down b) off c) out

5. The giant pandas are dying
a) away b) down c) out
6. He spent the whole day digging the garden.
a) down b) in c) over
7. Many countries have done the capital punishment.
a) away b) away with c) with
8. The late hours eventually did him
a) out b) in c) up
9. The offer was too good to
a) pass up b) pass out c) pass away d) pass on e) put aside
10. Let's our personal differences and work for the common good.
a) put aside b) put away c) put down d) put back e) put about
11. I don't like it when you in front of your friends.
a) put me down b) put me off c) put me about
d) put me across e) put me away
12. You will have to a lot of hard work if you want to be a successful entrepreneur.
a) put in b) put off c) put on d) put out e) put away

Lesson 6

Connectives

a. Complete the following sentences using an appropriate connective

1. People ran for shelter,..... the storm broke out.
when
as
because
2. The audience left the hall..... the performance was over. (time)
when
as
since
3. Go..... you like. (place)
wherever
there
4. The accident occurredthe four roads meet. (place)
where
there
when
5. The train cannot start..... the signal is given.
when
after
before
6. His wife fainted..... she heard the news. (time)
when
as
while

7. We eat..... we may live.
 that
 so
 such that
8. He wore a coatthat he may not catch cold.
 such that
 so that
 in order that
 Either 'so that' or 'in order that'
9. I finish this book, I will begin another.
 no sooner
 as soon as
 hardly
10. I wouldn't do it it were possible.
 if
 even if
 even though
11. He looks he were on the brink of a nervous breakdown.
 as if
 as though
 even though
 Either 'as if' or 'as though'

b. Complete the following sentences using an appropriate connective

1. I waited for him..... 7 o'clock and then I went home.
 a) until b) till c) Either a or b could be used here
2. I will make a cakeI have time.
 a) if b) when c) unless
3. They had leftthe time I reached their place.
 a) by b) before c) as soon as
4. the teacher left the classroom, the students started chatting.
 a) No sooner b) As soon as c) Hardly
5. I will call you I leave.

- a) till b) before c) Either a or b could be used here
6. Take this bag with youyou leave.
a) when b) after c) Either a or b could be used here
7. She was depressed she didn't know what to do.
a) because b) because of c) Either a or b could be used here
8. We must reach there..... he leaves.
a) before b) until c) Either a or b could be used here
9. I cut myself.....I was shaving.
a) while b) whenever c) Either could be used here
10. We cancelled the trip..... it was raining.
a) because b) in case c) if

c. Read the following paragraphs, state the topic sentence, and underline the connectives

Chess is an ancient game its invention has been ascribed at various times to the Greeks, Egyptians, Arabs, Persians and Indians. Today it is generally agreed that the original home of chess was India, where it was a popular game known by the name of *chaturang*. Sir William Jones, the great ideologist, gathered evidence which showed that the game was exported from India to Persia and not the other way about as claimed by some historians. The Arabs learnt the game from the Persians and called it *shatranj*. The next stage in the history of chess was its spread to the West. The Muslim conquerors brought it to Spain, and the Byzantines to Italy. From these countries it spread to France and then Scandinavia and England. Soon all Europe was playing the game. It was a recreation of the nobility who not only played the game but also patronised good players. But chess as it was played in those days was very different from the *chaturang* of India. The 'minister', who could move only two squares of the same colour became the queen with greater power and freedom to move. Rules governing the bishop, the pawn and the king also changed. When, finally, castling was introduced, the old game virtually disappeared. Today chess is an international game. Teams from over 50 nations take part in the Olympiads which are held at regular intervals. The International Chess Federation, or FIDE

(abbreviation for its French name, Federation Internationale des Echecs) is the body that controls these world events, enunciates and revises the rules of the game.

Choose the appropriate word:

English has without a 1)_____ become the second language of Europe and the world. European countries which have most 2)_____ assimilated English into daily life are England's neighbours in Northern Europe: Ireland, the Netherlands, Sweden, Norway, and the 3)_____ of Scandinavia.

The situation is so 4)_____ that any visitor to the Netherlands will soon be 5)_____ of the pressure of English on daily life: television, radio and print 6)_____ it into every home and the schoolyard 7)_____ of children; advertisers use it to 8)_____ up their message, journalists take refuge in it when their home-bred skills 9)_____ them. Increasingly one hears the 10) _____ that Dutch will give way to English as the national tongue within two or three generations ...

- 1 a) question b) doubt c) problem d) thought
- 2 a) successfully b) victorious c) successful d) lucrative
- 3 a) rest b) additional c) remaining d) extra
- 4 a) plain b) open c) blatant d) marked
- 5 a) ignorant b) aware c) oblivious d) acquainted
- 6 a) guide b) bring c) shift d) haul
- 7 a) conversation b) head-to-head c) consultation d) dialogue
- 8 a) life b) energy c) enthusiasm d) pep
- 9 a) succeed b) fall c) fail d) fizzle
- 10 a) feeling b) posture c) judgement d) view

Trinity College was 1)_____ by Sir Thomas Pope in 1555. A devout catholic with no surviving children, Thomas Pope saw the Foundation of an Oxford college as a means of 2)_____ that he and his family would always be remembered in the prayers and masses of its members. He came from a family of small 3)_____ in Oxfordshire, trained as a lawyer, and rose rapidly to prominence 4)_____ Henry VIII. As Treasurer of the Court of Augmentations he handled the estates of the monasteries 5)_____ at the Reformation, and amassed a considerable personal 6)_____. Pope was a discreet and trusted privy counsellor of Mary Tudor, and it was from Mary and Philip that he 7)_____ Letters Patent and royal approval for his new foundation. Pope died in 1559. Although his religious 8)_____ were never fully realised - Elizabeth I had succeeded her sister and England 9)_____ to the Protestant faith - nonetheless the memory of his name, like his college, has endured the fluctuating fortunes of over 400 years. His wife, Lady Elizabeth Pope, was a particularly influential 10)_____ in Trinity's early years. Pope's foundation was for a President, twelve Fellows and twelve scholars, all supported by the income from his 11)_____ endowment of lands, and for up to twenty undergraduates. The Fellows, all men, were required to take Holy Orders and remain unmarried. The College Statutes set out rules for a simple monastic life of religious observance and study. The Garden was an informal grove of trees, mainly elms, amongst which the members of the College could 12)_____ and meditate.

- 1 a) founded b) set c) begin d) starting
- 2 a) securing b) ensuring c) clinching d) verifying
- 3 a) owners b) landowners c) freeholders d) mistresses
- 4 a) with b) on c) under d) because
- 5 a) dissolved b) disintegrated c) crumbled d) withered
- 6 a) fortune b) wealth c) rich d) money
- 7 a) inherited b) conferred c) received d) excepted

- 8 a) ideals b) examples c) belief d) value
- 9 a) rejoined b) repeated c) returned d) reinstated
- 10 a) outline b) symbol c) shape d) figure
- 11 a) generous b) generosity c) bounty d) teeming
- 12 a) prowl b) walk c) promenade d) yomp

Complete the following sentences using an appropriate word or phrase.

1. One of the reasons the impressionists caused such a scandal wastheir colors were too bright.
a) because b) because of
2. What is known as schizophrenia is a mental disorder that in human societies for many centuries.
a) has witnessed b) has been witnessed
3. Impressionism was a major movement in painting that developed in France during the..... half of the 19th century.
a) later b) latter
4. Cultural is very important when you do business internationally.
a) sensibility b) sensitivity
5. Being sensitive is like having good manners with people from another culture.
a) cultural b) culturally
6. While doing business internationally it is crucial for business people to with certain aspects of the local culture.
a) familiarize b) familiarize themselves
7. The Asiatic tiger is in danger of
a) extinct b) extinction

Lesson 7

What is a Preposition?

A **preposition** links nouns, pronouns and phrases to other words in a sentence. The word or phrase that the preposition introduces is called the object of the preposition.

A preposition usually indicates the temporal, spatial or logical relationship of its object to the rest of the sentence as in the following examples:

The book is **on** the table.

The book is **beneath** the table.

The book is leaning **against** the table.

The book is **beside** the table.

She held the book **over** the table.

She read the book **during** class.

In each of the preceding sentences, a preposition locates the noun "book" in space or in time.

A prepositional phrase is made up of the preposition, its object and any associated adjectives or adverbs.

A prepositional phrase can function as a noun, an adjective, or an adverb. The most common prepositions are "about," "above," "across," "after," "against," "along," "among," "around," "at," "before," "behind," "below," "beneath," "beside," "between," "beyond," "but," "by," "despite," "down," "during," "except," "for," "from," "in," "inside," "into," "like," "near," "of," "off," "on," "onto," "out,"

"outside," "over," "past," "since," "through," "throughout," "till," "to," "toward," "under," "underneath," "until," "up," "upon," "with," "within," and "without."

Each of the **highlighted** words in the following sentences is a preposition:

The children climbed the mountain **without** fear.

In this sentence, the preposition "without" introduces the noun "fear." The prepositional phrase "without fear" functions as an adverb describing how the children climbed.

There was rejoicing **throughout** the land when the government was defeated.

Here, the preposition "throughout" introduces the noun phrase "the land." The prepositional phrase acts as an adverb describing the location of the rejoicing.

The spider crawled slowly **along** the banister.

The preposition "along" introduces the noun phrase "the banister" and the prepositional phrase "along the banister" acts as an adverb, describing where the spider crawled.

The dog is hiding **under** the porch because it knows it will be punished **for** chewing up a new pair **of** shoes.

Here the preposition "under" introduces the prepositional phrase "under the porch," which acts as an adverb modifying the compound verb "is hiding."

The screenwriter searched **for** the manuscript he was certain was somewhere **in** his office.

Similarly in this sentence, the preposition "in" introduces a prepositional phrase "in his office," this acts as an adverb describing the location of the missing papers.

Lesson 8

What is a Conjunction?

You can use a **conjunction** to link words, phrases, and clauses, as in the following example:

I ate the pizza **and** the pasta.

Call the movers **when** you are ready.

Co-ordinating Conjunctions

You use a **co-ordinating conjunction** ("and," "but," "or," "nor," "for," "so," or "yet") to join individual words, phrases, and independent clauses. Note that you can also use the conjunctions "but" and "for" as prepositions.

In the following sentences, each of the **highlighted** words is a co-ordinating conjunction:

Lilacs **and** violets are usually purple.

In this example, the co-ordinating conjunction "and" links two nouns.

This movie is particularly interesting to feminist film theorists, **for** the screenplay was written by Mae West.

In this example, the co-ordinating conjunction "for" is used to link two independent clauses.

Daniel's uncle claimed that he spent most of his youth dancing on rooftops **and** swallowing goldfish.

Here the co-ordinating conjunction "and" links two participle phrases ("dancing on rooftops" and "swallowing goldfish") which act as adverbs describing the verb "spends."

Subordinating Conjunctions

A **subordinating conjunction** introduces a dependent clause and indicates the nature of the relationship among the independent clause(s) and the dependent clause(s).

The most common subordinating conjunctions are "after," "although," "as," "because," "before," "how," "if," "once," "since," "than," "that," "though," "till," "until," "when," "where," "whether," and "while."

Each of the **highlighted** words in the following sentences is a subordinating conjunction:

After she had learned to drive, Alice felt more independent.

The subordinating conjunction "after" introduces the dependent clause "After she had learned to drive."

If the paperwork arrives on time, your cheque will be mailed on Tuesday.

Similarly, the subordinating conjunction "if" introduces the dependent clause "If the paperwork arrives on time."

Gerald had to begin his thesis over again **when** his computer crashed.

The subordinating conjunction "when" introduces the dependent clause "when his computer crashed."

Midwifery advocates argue that home births are safer **because** the mother and baby are exposed to fewer people and fewer germs.

In this sentence, the dependent clause "because the mother and baby are exposed to fewer people and fewer germs" is introduced by the subordinating conjunction "because."

Conjunction:

Conjunction is a word that connects or joins clauses, words and phrases together in a sentence. They are used to coordinate words in a sentence.

For example:

When people first learn to write, they usually begin with short, basic sentences like these: "My name is Ted. I am a boy. I like dogs." One of the most important job conjunctions do is to connect these short sentences so they sound more like this: "I am a boy named Ted, and I like dogs."

Some other examples are given below:

1. Peter and paul are good friends.
2. I ran fast, but came second.
3. He failed in the exam because he didn't prepare well.

Exercises:

Pick out the conjunctions in the following:

1. The boy is honest though he is poor.
2. We should not talk while the teacher is lecturing.
3. My mother knows that I will get first mark
4. As the head of the department entered the class, the students stood up.
5. He is taller than me.

Choose the correct conjunction to complete each sentence.

1. My brother loves animals. He just brought a puppy_____a kitten to home with him.
a)But b)Or c)Yet d)And
2. I want to go for a hike_____I have to go to work today.
a)But b)Yet c)Or d)For
3. I'd like to thank you_____the lovely gift.
a)Or b)For c)And d)Yet
4. Types of Conjunction:
Coordinating conjunction
Subordinating conjunction
Correlative conjunction.

Coordinating conjunction:

A coordinating conjunction connects words, phrases, and clauses of equal importance. The main coordinating conjunctions are *and*, *or*, and *but*.

Eg:

1. They bought apples, pears, and oranges.
2. You can wait either on the steps or in the car.
3. The paintings are pleasant but bland.
4. I try very hard in school, yet I am not receiving good grades
5. You can eat your cake with a spoon or fork.

Exercises:

Complete each sentence using the correct coordinating conjunction:

1. My car has a radio_____a CD player. (but, or, and)
2. Sharon hates to listen to rap music,_____will she tolerate heavy metal.
(but, nor, or)
3. Carol wanted to drive to Colorado,_____Bill insisted that they fly.
(and, or, but)

4. I'm afraid of heights, _____ I appreciate the view from the top of this building. (and, yet, nor)
5. I have to be on time, _____ my boss will be annoyed if I'm late. (and, nor, for)
6. Do you like chocolate _____ vanilla ice cream better? (or, nor, and)
7. I have to go to work at six, _____ I'm waking up at four. (but, so, yet)
8. I was on time, _____ everyone else was late. (so, but, for)
9. Nadia doesn't like to drive, _____ she takes the bus everywhere. (but, yet, so)
10. Our trip to the museum was interesting, _____ there were several new artifacts on display. (but, for, yet)

Subordinating conjunction:

A subordinating conjunction introduces a subordinate clause (a clause that does not form a simple sentence by itself) and joins it to a main clause (a clause that can be used as a simple sentence by itself).

A subordinate conjunction performs two functions within a sentence. First, it illustrates the importance of the independent clause. Second, it provides a transition between two ideas in the same sentence. The transition always indicates a place, time, or cause and effect relationship.

For example:

1. We looked in the metal canister, where Ginger often hides her candy.
2. She waited *until* they were seated.
3. It had been quiet *since* the children left.
4. Sara begins to sneeze whenever she opens the window to get a breath of fresh air.
5. When the doorbell rang, my dog Skeeter barked loudly

Exercises:

Choose the best answer to complete each sentence.

1. _____ the basement flooded, we spent all day cleaning up.
a)After b)Although c)Before d)Even if

- 2) I don't want to go to the movies _____ I hate the smell of popcorn.
a)Although b)Because c)Whenever d)So that
3. I paid Larry, _____ garden design work is top-notch.
a)Whenever b)Whose c)After d)If
4. _____ spring arrives, we have to be prepared for more snow.
a)Because b)Until c)Although d)Now that
5. _____ the alarm goes off, I hit the snooze button.
a)As soon as b)Because c)Before d)Now that

Complete each sentence using the subordinating conjunction:

1. _____ you win first place, you will receive a prize. (wherever, if, unless)
2. You won't pass the test _____ you study. (when, if, unless)
3. I could not get a seat, _____ I came early. (as, though, when)
4. Pay attention to your work _____ you will not make mistakes. (so that, unless, or)
5. The musicians delivered a rousing performance _____ they had rehearsed often. (though, as, once)

Correlative conjunction:

These conjunctions correlate, working in pairs to join phrases or words that carry equal importance within a sentence.

The most common pairs are either ... or, both ... and, neither ... nor, and not only ... but (also).

Examples:

1. She is both intelligent and beautiful.
2. I will either go for a hike or stay home and watch TV.
3. Jerry is neither rich nor famous.
4. He is not only intelligent, but also very funny.
5. Would you rather go shopping or spend the day at the beach?

Exercises:

Complete each sentence using the correct correlative conjunction pair from the parenthesis:

- a) I plan to take my vacation_____in June_____in July. (whether / or, either / or, as / if)
- b) _____ I'm feeling happy_____sad, I try to keep a positive attitude. (either / or, whether / or, when / I'm)
- c) _____had I taken my shoes off_____I found out we had to leave again. (no sooner / than, rather / than, whether / or)
- d) _____ only is dark chocolate delicious,_____it can be healthy. (whether / or, not / but, just as / so)
- e) _____ I have salad for dinner,_____I can have ice cream for dessert. (if /then, when / than, whether / or)
- f) _____flowers_____trees grow_____during warm weather. (not only / or, both / and, not / but)
- g) _____do we enjoy summer vacation,_____we_____enjoy winter break. (whether / or, not only / but also, either / or)
- h) Calculus is_____easy_____difficult_____(not / but, both / and, either / or)
- i) It's_____going to rain_____snow tonight. (as / if, either / or, as / as)
- j) Savoryflavors are_____sweet_____sour. (often / and, neither / nor, both / and)

Lesson 8

Class Room Activity

Debate / Jam on the Following Topics

Examples:

- 1. Demonetarization
- 2. Dress code in Institutions

3. Speed thrills but kills!
4. For mad words, Deaf ears!
5. Privatization of the Government sectors.

Lesson 9

Impersonal Passive Voice

An impersonal Passive Voice sentence, is a passive voice sentence without by+object / the doer of the action is not mentioned.

PASSIVE VOICE: The book was taken by Kala

IMPERSONAL PASSIVE VOICE: The book was taken.

PASSIVE VOICE: The record was submitted by Mohan.

IMPERSONAL PASSIVE VOICE: The record was submitted.

Look at the Impersonal Passive sentences carefully!

- A. *The tiger was chasing the deer.*

ANS: The deer was being chased (Impersonal)

- B. *She has learned her lessons.*

ANS: Her lessons have been learned (Impersonal)

- C. *Have you finished the report?*

ANS: Has the report been finished (Impersonal)

- D. *She is writing a letter.*

ANS: A letter is being written (Impersonal)

- E. *Somebody cooks meal every day.*

ANS: Meal **is cooked** by someone (Impersonal)

The impersonal voice is sometimes called pseudo-passive voice. It is a verb voice that decreases the valency of an intransitive verb (which has valency one) to

zero. The impersonal passive deletes the subject of an intransitive verb. Impersonal Passive is only possible with verbs of perception (e. g. say, think, know).

Examples:

1. They say that women live longer than men.
- It is said that women live longer than men.
2. They report that two people were injured in the accident
- it is reported that two were injured in the accident
3. They say he was studying hard for his exam
- It is said that he was studying very hard for his exam

Exercises:

1. (convert active voice into impersonal passive voice)
2. People say that he got married in London
3. We understand she doesn't like football
4. People think he is waiting for us now
5. People expect that he will join the company soon
6. They say that many smartphones are stolen every day
7. They think dinner is being cooked as we speak
8. People expect that taxes will be raised next year
9. People think that he has left for good
10. They know she has been working very hard
11. They say he has been planning to his plan

.....

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SCHOOL OF SCIENCE AND HUMANITIES

DEPARTMENT OF ENGLISH

UNIT – III TECHNICAL ENGLISH – SHSA1101

UNIT 3

LANGUAGE AT THE DISCOURSE LEVEL - REPORTING

3.1 Listening:

3.1.1 Listening for Gist

What is Gist?

Gist is defined as the most important piece of information with details. In the context of language learning and teaching, gist is defined as the general meaning or purpose of a text, either written or spoken.

Listening for Gist

Listening for Gist is when the learner tries to understand what is happening even if he or she can't understand every phrase or sentence. The learner is trying to pick up key words, intonation and other clues so as to make a guess at the meaning. Sometimes, finding the gist can be easy because, this is found at the beginning of the passage. But sometimes it is not too easy and it is necessary to listen to the whole conversation to understand its general meaning.

For example, words such as sand, cap, towel, waves, board and sunny have their own meanings. When you hear the words in a listening passage, they help you understand that the context in which they are used (the context of a beach trip).



Examples of Gist Questions

- What's the subject of the passage?
- What problem are they discussing?
- What does the speaker think about the topic?
- What's the topic of the passage?
- Look at the Pictures, What are the speaker talking about?
- What's the main idea of the passage?
- What's the purpose of the passage?

- What's the main point of the passage?

Activity: Warmers

Collect some pictures related to the topic and ask students to tell you what they think about the pictures.

Take a few words from the listening passage and ask students to tell what they think the listening is about.

Activity: 1. An audio will be played for which the students have to prepare the gist.

Activity: 2. A passage from the newspaper or magazine will be read out for which the students have to prepare the gist.

3.1.2 Listening to summarize and to find the attitude and tone of the speaker

When you're learning English, listening for a speaker's tone or attitude can be even harder than listening for meaning - here are some tips for how to make it work.

Tone, Attitude & Certainty

When you're learning to understand spoken English, you won't just have to understand what the speaker says. To really get the point, often you'll also have to pick up on clues about the speaker's tone, attitude or degree of certainty. In other words, it's not just about what someone says; it's about how she feels about it. Did she say it with a confident tone, an angry tone, a defeated tone or something else?

Volume, Pitch and Speed

Before we even get into the words themselves, we'll cover three clues that you can get just from listening to the sound of the speaker's voice: volume, pitch and speed. One big clue that you can listen for is volume. **Volume** refers to how loudly or quietly a speaker is talking. In English, volume can indicate several different things:

- *Emphasis* - If a speaker thinks she is saying something important, she will probably say it louder. In the middle of a paragraph at normal volume, a sentence spoken more loudly stands out.

- *Strong emotion* - If a speaker has a very strong opinion on something, her volume will probably increase. This is true whether the emotion is positive or negative. People shout when they're angry, but also when they're excited.
- *Certainty* - people who are sure of their opinions tend to speak more loudly. On the other hand, people who aren't confident tend to speak more quietly.

A second clue is pitch. **Pitch** are not how high or low about the speaker's voice is. Rising pitch toward the end of a sentence in English generally indicates a question, as in 'Did you get the milk?' But, if a speaker's voice rises in pitch toward the end of all his sentences, it can show uncertainty. For example: Maybe he is supposed to be morally gray...? He is not good or bad...?'

A third clue is **speed**, or how fast the speaker is talking. In general, any change from a steady speaking pace indicates that something important is going on.

For example:

- Slowing down can indicate emphasis because, it's a sign that the speaker wants you to pay attention to every single word.
- Speeding up can indicate strong emotion because, English speakers tend to talk faster when they get excited about something.

Activity: An audio will be played for which the students have to summarize and to find the attitude and tone of the speaker.

Listen to the Audio Script on “Safety Instructions given in Singapore Airlines”. Find the attitude and tone of the speaker.

Singapore Airlines Safety Video (Transcript)

- Welcome aboard Singapore Airlines!
- We're now highlighting the safety features about aircraft.
- Your safety is of at most importance to us till drop this flight!
- Please watch the safety video presentation even if you may have seen it

before.

- First store your hand luggage in the overhead compartment.
- Take care when opening the compartment and ensure that your luggage does not fall out.
- If there is sufficient space,
- You may also put your hand luggage under the seat in front of you.
- Any luggage which cannot be securely stored needs to be checked in.
- Transmitting devices including mobile phones must be switched off at all times.
- During takeoff and landing, the operation of any electronic equipment is not allowed.
- Please switch off your electronic equipment now.
- Secure your tray table and put your seat upright. Store your in seat video screen, hand set and footrest. Window shades should be up.
- And please keep your shoes on. Fasten your seatbelt and tighten it. To release it, lift the sketch.
- Seatbelts should remain fastened, whenever seated.
- When the fastened seat belt sign is switched on, infants should be lifted from the bassinet and held in arms with the infant seat belt fastened.
- In case of depressurization, oxygen masks will automatically drop from the compartments above.
- Pull one mask downwards and place the mask over your nose and mouth. Pour the elastic strap over your head and tighten it, by pulling the ends of the straps.
- The oxygen supply is now regulated and it is normal that the oxygen bag may not fully inflate.

- Remain calm and breathe normally.
- If you are travelling with a child, attend to yourself first, then the child.
- In case of an emergency landing, put your seat upright
- Fasten your seatbelt and place your feet flat on the floor
- Being forward as far as possible Unlock your arms and position .Now the use of your life vest!
- Your life vest is under your seat
- Or under the armrest between the seats
- Remove its plastic cover, when prompted to do so. Set the life vest over your head.
- Bring the waist straps around your waist
- Connect the clip and tighten the strap by pulling it out words
- You should inflate your life vest
- Only when you're about to leave through the emergency exit
- Pull the red strap firmly downwards .To inflate it further
- Blow into the mouthpieces, Use your whistle and light to attract attention.
- Special life vest are available for children under the age of 4.
- Take note of the exit locations on this aircraft
- During evacuation do not take your personal belongings with you.
- If smoke is present, keep low and follow the escape of lighting to the nearest exit.
- Emergency exits are fitted with slides, which can be used for land evacuations or as water on water
- Remove any high-heeled shoes prior to using the evacuation slide.
- Passengers seated beside the emergency exit doors, may be called upon to assist the cabin crew.

- Please refer to the safety information card for details .
- This card also has details of the use of the life vest and oxygen mask as well as the location of emergency exits any evacuation groups.
- Smoking is not allowed, but on all our flights
- Smoking in the laboratory will set up a smoke alarm
- Thank you for your attention!! and Have a pleasant flight!!

3.2 Speaking: Making Group Presentations based on information gathered by eliciting responses.

3.2.1 Preparing for the group presentation

A significant effort of work is necessary during the preparation stage. The group must be well organized because there are multiple individuals and therefore multiple personalities involved.

Presentation moderator

To assist with organization, the group should first decide on a presentation moderator - this is essentially the "leader". The presentation moderator can have the final say when decision-making is needed and during the Q&A portion of the presentation, he can decide which speakers will answer certain questions.

Understanding the audience

To make your presentation engaging, you need to think about the audience so you can tailor it towards their needs. How much will the audience already know about this topic? What will they want to get from this presentation? For example, if you are presenting the topic of “Building a Bridge to a group of civil engineers”, you can confidently use technical language. However, if you are presenting to secondary school students, you would need to use simpler language and not explain the methods in as much detail.

The presentation's purpose

As a group, ensure you agree on the purpose of the presentation so that you all understand the message that needs to be conveyed e.g. "We want to find out which treatment works best for social anxiety." Deciding on your message means that the group can start building key points around this - just keep in mind that each subtopic must contribute to the presentation's aim.

Divide the presentation

The presentation needs to be divided into main areas so there is a clear beginning, middle and end. This is where you can decide on the order of the subtopics. Presentations usually follow this structure:

1. Introduction:

- It is useful to agree on the first minute of the presentation as a team. This is because the audience should be interested from the start and convinced to listen.
- The presentation's aims are also discussed and an overview of the presentation's structure is provided. For example, "We set out to explore the effectiveness of different treatments for social anxiety. We will first cover the symptoms and prevalence of social anxiety, before explaining the different treatments. This will then lead into a discussion about the pros and cons of each treatment route. Finally, we will explain which treatment route we decided was the most effective for this disorder."

2. One or two middle sections:

- These sections consist of providing the information that addresses your presentation's aim.
- There can be more of these sections depending on your topic.

3. Conclusion:

- After summarizing all of the key points, there must be a clear conclusion. It is beneficial to appoint the conclusion to the best speaker as this is where all the information is pooled together.
- After segmenting the presentation, a time sequence can be created so the group understands the order in which tasks must be completed. It is important to set deadlines for this.

Share responsibility

A frequent problem when working within a group is unequal participation as this can subsequently cause disharmony. But this is easily avoidable by assigning each speaker a section of the presentation to work on depending on their interests. This



means that each speaker should be doing the research for their section and keeping together a speech and slides.

Tips:

- It is important to specify exactly what each group member should be doing with their time.
- Make sure the length of time per speaker is agreed on.
- Do not change speakers more than necessary because this can reduce the coherency of the presentation.

Build the presentation together

For an audience to follow and enjoy a presentation, it must flow together. Meeting up

and building the presentation helps with this because:

- This prevents the duplication of content.
- You can put the slides together, although only one individual should be responsible for merging the slides so there is consistency within the presentation.
- It is useful to receive feedback on the speeches before presenting to an audience.
- The team can agree on any edits.
- The team can agree on the conclusion.
- You can make sure that each speaker will talk for the equal time and cover a



similar amount of information.

- The team can come up with the first minute of the presentation together.

Activity: The class can be divided into 6 to 8 groups. Presentation Topics will be given to the students

to perform group presentation

Sample Presentation Topics

- The Effects of Poor Nutrition
- Applications of Nanotechnology in Electronics
- Third Generation (3G) Wireless Technology
- Concentrated Solar Power
- Smart Car Wheels
- Wireless Battery Charger

3.2.2. Preparing a questionnaire- with open ended questions to make a survey about electronic gadgets/ social media/ environmental issues using elements of reasoning to make a presentation in the class.

Open-ended questions are phrased as a statement which requires a response. Students can answer based on their complete knowledge, feeling, and understanding. This means that response to this question is not limited to a set of options. Examples of open-ended questions: Tell me about your opinion with your supervisor.

Creating Questionnaire Questions

Developing well-crafted questionnaires is more difficult than it might seem. Researchers should carefully consider the type, content, wording, and order of the questions that they include. In this section, we discuss the steps involved in questionnaire development and the advantages and disadvantages of various techniques.

Open-ended Vs. Closed-ended Questions

All researchers must make two basic decisions when designing a survey--they must decide: 1) whether they are going to employ an oral, written or electronic method and 2) whether they are going to choose questions that are open or close-ended.

Closed-Ended Questions: Closed-ended questions limit respondents' answers to the survey. The participants are allowed to choose from either a pre-existing set of dichotomous answers, such as yes/no, true/false, or multiple choice with an option for "other" to be filled in, or ranking scale response options. The most common of the ranking scale questions is called the Likert scale question. This kind of question asks the respondents to look at a statement according to the degree to which they agree ("I strongly agree, I somewhat agree, I have no opinion, I somewhat disagree, I strongly disagree").

Open-Ended Questions: Open-ended questions do not give respondents answers to

choose from, but rather are phrased so that the respondents are encouraged to explain their answers and reactions to the question with a sentence, a paragraph or even a page or more, depending on the survey. If you wish to find out what respondents would come up with on their own, you might choose an open-ended question like "What do you think is the most important educational issue facing our nation in the year 2020?" rather than the Likert scale question. **Note:** Keep in mind that you do not have to use close-ended or open-ended questions exclusively. Many researchers use a combination of closed and open questions; often researchers use close-ended questions in the beginning of their survey, then allow for more expansive answers once the respondent has some background on the issue and is "warmed-up."

Four important techniques: directness, simplicity, specificity and discreteness.

1. Questions should be written in a straightforward, direct language.
2. Questions should be specifically tailored for a group of respondents.
3. Questions should be kept short and simple. Respondents should not be expected to learn new, complex information in order to answer questions.
4. Specific questions are for the most part better than general ones. Avoid questions that are extremely personal or direct.

Activity: The class can be divided into 3 to 6 groups. The students are asked to prepare a questionnaire, with open ended questions to make a survey about electronic gadgets/ social media/ environmental issues using elements of reasoning to make a presentation in the class.

Ex:

- 1) Do you feel that mobile phones or other electronic devices are necessary during class hours?
- 2) Do you think that electronic gadgets are mandatory for a successful research?
- 3) What is your opinion over the impact of the latest technology on education?

- 4) How do you see mobile phones, tablets and laptops as part of the educational process ?
- 5) Do you think that mobiles, tablets, and laptops are / can be useful teaching tools?
- 6) Do you think mobiles are a distraction to the students while they are in class?
- 7) How do you make use of the technology available in the classroom, such as “smart” boards?
- 8) Do you like to use any of the electronic devices in your academic work?
- 9) Do you check phone for messages or mails during class time?
- 10) Do you think that technology is important to education?

3.3 Reading Skimming and Scanning to find specific information

3.3.1 Skimming and Scanning are reading techniques that use rapid eye movement and keywords to move quickly through text for different purposes.

There are three steps in reading:

1. Skimming –Reading a passage as fast as you can to get the gist of the passage.
2. Scanning –Reading to get specific information about the passage.
3. Detailed Reading- Reading to find answers for the questions given.

Skimming is reading rapidly in order to get a general overview of the material. Scanning is reading rapidly in order to find specific facts. While skimming tells you what general information is within a section, scanning helps you locate a particular fact.

Skimming to save time

Skimming can save you hours of laborious reading. However, it is not always the most appropriate way to read. To skim, prepare yourself to move rapidly through the pages. You will not read every word. You will be alert for key words and phrases,

the names of people and places, dates, nouns, and unfamiliar words. Good skimmers do not skim everything at the same rate or give equal attention to everything. While skimming is always faster than your normal reading speed, you should slow down in the following situations:

- When you skim introductory and concluding paragraphs
- When you skim topic sentences
- When you find an unfamiliar word
- When the material is very complicated

Scanning: Scanning is a technique that requires much concentration and may be tiring sometimes. You have to practice by not allowing your attention to wander. Choose a time and place that is comfortable for you.

Scanning for Specific Information: Scanning, too, uses keywords and organizational cues. But while the goal of skimming is a bird's-eye view of the material, the goal of scanning is to locate and swoop down on particular facts. Facts may be buried within long text passages that have relatively little else to do with your topic or claim.

Skim the material first to decide if it is likely to contain the facts you need. Don't forget to scan tables of contents, summaries, indexes, headings and typographical cues. To make sense of lists and tables, skim them first to understand how they are organized: alphabetical, chronological or most-to-least, for example. If after skimming you decide the material will be useful, go ahead and scan:

1. Know what you're looking for.
2. Decide on few key words or phrases—search terms.
3. Look for only one keyword at a time. If you use multiple keywords, do multiple scans.
4. Let your eyes float rapidly down the page until you find the word or phrase

you want.

5. When your eye catches one of your keywords, read the surrounding material carefully.

Scanning to prepare notes

If you are scanning for facts follow these steps:

1. Read each passage completely and choose your keywords
2. Scan separately for each line.
3. When you locate a keyword, read the surrounding text carefully to see, if it is relevant.
4. Re-read the passage to determine, if the content and notes are relevant.

***Activity:** Students are asked to skim and scan the passage on 'Making Effective presentation'*

Exercise:

Successful presenters understand that what the audience sees in a presentation makes a stronger impact than the words they hear. We've been wired to take in information primarily through our eyes ever since cave dwellers began looking over their shoulders for approaching mastodons. Academic research demonstrates the importance of nonverbal communication. One study by Albert Mehrabian, professor

3.3.2 Note Making

Note Making is a way of recording important details from a source. This source can be any book, article, meeting, lecture, audio or any oral discussion. In note making, the writer records the essence of the information. It helps us to understand and clarify thinking. Note making saves a lot of time by going through the notes made. One can get a glimpse of a lot of information from a short note.

Advantages of Note Making

A note making is a skill which is improved by practising. There are some advantages of note making. Let us get to know some of them.

- It has great importance in exams or in academic writing
- It is an organization of main points for future use
- Note making helps in keeping the information handy whenever we require
- It helps in recollecting and recalling the past events said or heard
- It helps in concentrating, understanding and provides a permanent record
- Note making format helps a writer to go through bulky documents quicker
- It helps in understanding a material, if the notes are in own words
- It distinguishes main points and details

Note Making Format

There is a fixed note making format. One needs to follow this note making format in order to have a clear and unambiguous understanding. The note making format has

Heading

It shows the title or the heading of note.

Subheading

As the name suggests, a subheading is a subdivision of the main topic. One can use as many subheadings as he / she wants.

Point

Below subheading, there are some points which are the part of the main topics.

Sub-subheading

One can add more headings below the points for showing the category, types, advantages, etc.

Key or Keywords

The key portion of the note shows the various codes, symbols or the abbreviation used. It helps to get a clear understanding of the keys used in the note making format.

The Procedure of Note Making

- Read the passage provided

- Underline the important sentences. It helps to make headings and subheadings
- Make a rough note first so as to get an idea
- Organize them in logical order or sequence for the final note
- Use the appropriate note making format
- Do not change the idea or the message of the passage



Points to Remember for Note Making Format

- Avoid using lengthy sentences as heading or title
 - Focus the main idea of the passage
 - Ignore unimportant information
 - Be brief, clear and specific
 - Use logical sequencing
 - Use proper indentation
- Leave no spaces to avoid confusion
 - Do not include your own version or understandings
 - Use abbreviations
 - Make your note more memorable by adding colors, drawings and symbols

Different types of Note Making Format

Note making involves the selection, analysis, summarization, and organization of information. There are different note making format.

Split – page Format (A narrative note making format method)

In this method, the page is divided into two columns. The first column had the standard notes. The second column will have a summary. This is the most common note making format to note down lecture notes.

Diagram / Pattern format (A visual note making format method)

Here, the information is presented by a diagram. The main topic is linked together by related ideas. This method is visually more appealing and easy to understand.

Mind Map (A visual note making method)

In this method, the main points and all the related points are presented through a map. It contains text and images both. For a clear understanding, the information is linked in the proper sequence.

Outline Format (A visual note making format method)

In this method, the information is presented as an outline. Proper titles and subtitles are numbered accordingly for this outline.

Question and Prompt Format (A visual note making format method) In this method, the main points are highlighted as a series of questions and appropriate answers. It helps in revising the note in an easy way.

Activity: Students are asked to make notes on the given passage on 'Making Effective presentation' in the proper format.

Making Effective presentation

Make an Emotional Connection with the Audience. Consciously or not, the audience forms a bias for or against a presenter within seconds. We all make a tentative judgment about everyone we meet on scant evidence, though we may not admit it. Because we see ourselves as rational beings. More than anything else, it's the personal impression you make that determines whether or not the audience accepts your message. You must come across as likable and trustworthy. By speaking with genuine feeling, you'll make it clear you believe deeply in what you're saying. This will encourage the audience to believe in it, too.

Practice the presentation so well that you don't need a script. A script is a barrier against making an emotional connection because it keeps you from making

eye contact and communicating your passion for your message. Show them your humanity. This is particularly important for speakers who have power over the audience. Tell them some stories that reveal your vulnerability and express the values you have in common with them. Everyone loves a story. The audience has to know that you know your subject. Presenters whose expertise isn't recognized by the audience shouldn't try to establish it by describing their credentials. People like people who are similar to themselves.

Be yourself, but also try to fit in with the members of the audience as much as possible. Speak to the audience's level of knowledge. Cite references they recognize and respect. Express the feelings you share with them. Dress just a little bit better than the people in the audience. If you're announcing unwelcome news, express your empathy with the audience. Talk about specific incidents to show you understand the issues involved and are up to date with the details. If there's an opposing viewpoint, show the audience you understand it and acknowledge the parts you agree with. Keeping silent about the other viewpoint might infer you're afraid to challenge it. If you have to apologize for something, do it without making excuses. Whatever your message, speak directly and without circumlocution or Dilbert-speak. Make it clear you'll answer questions at the end--so be sure to leave enough time for them. If there are other speakers, come early, sit in the audience to hear what they have to say and expand on their comments when you present your message. Sitting in the audience helps build a bond between you and the audience members.

Present with Energy. Capture the audience's attention right away by telling a dramatic story and keep the energy level high all through your presentation. To get them excited about your idea you have to show them your own excitement about it. Walk in strong, move confidently to where you'll present, stand tall, smile, survey the room and begin to speak, with conviction. Underscore important points with

movement: your whole body, your arms, your hands, your head and your changing facial expressions. Vary your voice pitch and pace, using a dramatic pause when you get to something important. Use mostly short sentences, dynamic words, onomatopoeia ("bang!", "boo-hoo") and active verbs.

Keep reading the audience. If you feel their interest flagging, do something unexpected: Pause abruptly, change your voice level or tempo, bring out a hidden prop, ask a question or involve the audience in an exercise. Keep it short. The higher an audience's management level, the shorter its attention spans. You will earn points by taking less time than you were given and you'll maintain a high energy level all the way to the end of the presentation.

Spell out the Payoff for the audience. If you are presenting information, give lots of attention to describing its relevance and applicability rather than telling every little detail. If you want the audience to accept a change you are announcing, focus on the benefits for them. What is in it for me? Every audience wants know. Appeal to the head, with evidence the audience will find credible and the heart, with inspiring descriptions of the payoff.

3.4 Writing: Framing open ended questions using elements of reasoning.

3.4.1 Framing open ended questions

Student's curiosity, reasoning ability, creativity and independence is stretched out through open-ended questions. One effective way to do this is by asking open-ended questions, with no single right or wrong answer. Instead of predictable answers, open-ended questions elicit fresh and sometimes even startling insights and ideas, opening minds and enabling teachers and students to build knowledge together. Asking open-ended questions is a great way to respond when the team is asking you a question. The open-ended question encourages the students to come up with their own solutions.

Characteristics of an open-ended questions :

- Requires more than yes or no answer
- Requires more than a short answer, such as a specific fact or number
- Often starts with “What...,” “How...”, “Why. . .”
- Can also be phrased as statement: “Tell me...”, “Describe . . .”, “Please explain . . .”
- May take the participant a few seconds to think about their answer
- There are no right or wrong answers

Elements of Reasoning

Students can also learn to generate their own higher-level thinking questions. Using a technique called “guided peer questioning,” students are first provided with a series of generic question stems that serve as cognitive prompts to trigger or stimulate different forms of critical thinking:

(a) “What are the implications of _____?”

(b) “Why is _____ important?”

(c) “What is another way to look at _____?”

Reasoning - and particularly higher order reasoning is valuable learning component and is related to higher order questioning, dialogue, language use, visualization use and so on.

So students intentionally promote the development of critical thinking skills and assess themselves whether they are engaging in effective critical thinking when speaking, writing or studying. Each of the critical thinking skills is defined in terms of a corresponding mental action and is followed by a trio of sample questions designed to promote that particular form of thinking.

- How do you feel about [insert challenge element]?
- What kind of information do you need in order to go forward?

- Why is that happening?
- What skills do you need to learn?
- Describe how you did that.
- Tell me what you want to work on next time.
- How can you work together to accomplish [insert challenge element]?

Example: Open-Ended Questions in Customer and Client Interviews

Finding out how satisfied your users are with your offer provides your marketing and product teams with valuable information that can be used to improve customer retention. Some questions that you could ask in this section are:

1. How often do you use the product or service?
2. Does the product help you achieve your goals?
3. What is your favorite tool or portion of the product or service?
4. What would you improve if you could?

Open-text questions can be an instrumental asset when determining the core values of your customers. Here are open-text questions you can ask in your next survey:

1. In your own words, describe how you feel about (insert company name or product here).
2. How can we improve your experience with the company?
3. What's working for you and why?
4. What can our employees do better?
5. Do you have any additional comments or feedback for us?



Activity: Students are asked to frame open-ended, divergent-thinking questions on a script/diagram/picture to use as a support for communicating their ideas orally.

3.4.2 Survey Report: Preparing and documenting to report the findings

Once you have finished conducting a survey, you need to write the survey report. A survey report describes a survey, its results and any patterns or trends found in the survey. Most survey reports follow a standard organization, broken up under certain headings. Each section has a specific purpose. Fill out each section



correctly and proofread the paper to create a polished and professional report. There may be slight differences between reports but the headings are typically the same.

The standard headings for a survey report are

- Title Page
- Table of Contents
- Executive Summary
- Background and Objectives
- Methodology
- Results
- Conclusion and Recommendations
- Appendices

Ex:

TITLE PAGE

Report on the Quality of Water Supplied In Ramapuram

Submitted by

The Project Team

Sathyabama Institute of Science & Technology

Submitted to

Water Works Department

Chennai

June 2019

Time of Submitting the Report: Within 30 days

Introduction: As per the requirements of the course completion of B. E / B. Tech, a team of students from I year Chemical Engineering have taken up mini project to check the quality of water supplied by Ramapuram Panchayat.

Need for the Study:

- The ground water in Ramapuram is not edible because of metal contents. So there is need to supply water to the residents of the area.
- Ramapuram receives water from Porurlake and there is need to check its water quality.

Methodology: In the survey the following method was used:

- Door to door opinion of people in selected areas was taken
- The source of water- Porur Lake was checked to see if any industry around the area is releasing any pollutants into it.
- The residents living around the lake were also approached to get their opinion on the maintenance of the lake.

Findings:

The following findings are reported:

- The encroachers on the bank of the lake were letting polluted water into the lake.
- Garbage was found floating in the water.
- The laboratory reports showed bacteria in the water resource.
- Disinfectants that are used to maintain the water found to be used in dangerous preparations.

Recommendations:

The following recommendations should be immediately implemented:

- The encroachments around the Porur Lake should immediately be removed as they are causing major pollution to the water.
- Regular inspection and cleaning of the area around the lake should be done by the authorities.
- Proper disinfectants should be used to maintain the hygiene of the water, thereby avoid bacteria in the water.

Single Line Summary:

The proportion of chemicals used to disinfect water is harmful to the citizens, encroachers around the area should be removed

Signature

.....

Activity: Write a survey report on the condition of roads in Rajiv Gandhi Salai. Submit the report in the format given above



3.4.3 Arranging the sentences in the right order

In these types of questions, the student is given a set of six to eight sentences which are in jumbled order. The given sentences should be arranged properly to form a meaningful paragraph. The sentences given below are taken from a story, but they are not arranged in the proper order. Rearrange them in their logical sequence. The best way is to establish a link between any two (or more) statements. Once a link is found, you get to know which statements will come together. Then, look in the options. Select the option with those statements together.

1. Try to find out the **topic addressed** in the paragraph. This can be done by looking for the words that are repeated often in the given sentences.
2. If a particular **word** is **repeated** in more than one sentence then the sentences can be placed one by one in the paragraph
3. If a sentence starts with a '**name**' of a person, then that sentence will definitely be the **1st** sentence in the paragraph to be formed

4. If a sentence starts with pronouns other than '**I**' and '**You**', then that sentence will not be the **1st** sentence of the paragraph
5. The sentences starting with the words '**That**', '**These**', '**Thus**' and '**Those**' , then those sentences will not come **1st** in the paragraph
6. If an article namely '**a**', '**an**' or '**the**' is present at the starting of a sentence. Then the chances of that sentence to be the 1st in the arrangement is more
7. If all the **articles (a, an, the)** are present as the starting words of different sentences then they are arranged as follows
 - The sentence starting with '**A**' comes **first**
 - The sentences starting with '**An**' and '**The**' will follow the sentence starting with '**A**' according to their content
- 8) If there are 3-sentences starting with the words '**But**', '**So**' and '**Now**' respectively. Then those 3-sentences will be arranged in the following order
 - sentence starting with '**But**'
 - sentence starting with '**So**'
 - sentence starting with '**Now**'
- 9) If the given set of sentences consists of **simple, compound and complex sentences** they are arranged in the following order
 1. Simple sentence – a sentence that consists of basic elements like a subject, a verb and a completed thought. For example,
Arun waited for the bus.
 2. Compound sentence – a sentence that consists of 2-independent clauses connected to one another with a conjunction. For example,
Arun waited for the bus, but the bus was late.

3. Complex sentence – a sentence that consists of an independent clause and one or more dependent clauses connected to it. For example,

Arun realized that the bus was late while he waited at the bus stop.

(Or)

While he waited at the bus stop, Arun realized that the bus was late.

- 10) If a sentence starts with the words Hence, Finally or Therefore then that sentence comes last in the arrangement.

Activity:1 Rearrange the following sentences into the correct order

1. The young man sold his share of the property and left for another country.
2. The father tried to dissuade his son, but he wouldn't listen to his father whom he regarded as old and ignorant.
3. Years went by. The younger son began to get restless because he was unhappy with his lot.
4. He led a luxurious life and spent a lot of money on gambling.
5. They were living together happily.
6. Soon all his money was gone and he became a pauper.
7. Once there lived a rich farmer.
8. He went to his father and asked for his share of the property.
9. So the father gave him a third of his property.
10. He had two sons.

Activity:2 Rearrange the following sentences into the correct order to tell the story.

1. It was just after midnight on July 17th last year.
2. The police officers weren't surprised when James told them the story.
3. The road was clear and he was driving carefully.

4. He was still looking under the car when the police car pulled up.
5. She was wearing a dark coat and a blue scarf.
6. He got out and looked under the car but, to his surprise, there was nothing there.
7. “Since then several people have seen her ghost there”.
8. James tried to stop but it was too late.
9. While he was looking under the car, he felt a cold wind on his face and he shivered. Everything felt strange.
10. “A girl was killed in a car crash on this road in July 1971”.
11. James was driving home from work.
12. Suddenly a young girl stepped out into the road in front of him.

Activity: 3 Rearrange the Jumbled sentences in the correct order.

Electronic Flight Bags

Pilots can also receive push notifications from their operations department, check email and even text message. No doubt, EFBs are every pilot’s dream. With 3G and Wi-Fi readily available, pilots can update company publications and check the schedule as often as they’d like. Flight manuals are heavy, costly and time-consuming to keep updated. For instance, EFBs consolidate the pounds of baggage into a simple hand-held device. Presently, EFBs are currently making their way into aircraft all over the world in the form of iPods and other devices. In addition to the large amount of data that can be held in EFBs. Moreover, they can also provide GPS moving map displays and video surveillance from the flight attendant stations and galleys to the cockpit.

3.5 Vocabulary: Word classification, word associations, paired expressions

3.5.1 Word classification

The most common way to classify words is by their parts of speech. Traditional English grammar classifies words based on eight parts of speech: noun,

pronoun, verb, adjective, adverb, preposition, conjunction and interjection. You can categorize a word into one of these groups by analyzing its function or role in a sentence. Think about how the word affects or relates to the words around it. Some words may fall into more than one category.

Vocabulary Focus : Classification

Give one word for

- 1) plates, glasses, cups, saucers, bowls etc _____
- 2) knives, forks, spoons, serving spoons, tea spoons _____
- 3) bed sheet, bed cover, towels, napkin, table cloth etc _____
- 4) pens, pencils, books, paper, crayons, files, etc _____
- 5) curtains, blinds, drapes, screens _____
- 6) seat covers, sofa covers, sofa backs, sofa material _____
- 7) lipstick, nail polish, creams, lotions, etc _____
- 8) nuts, bolts, nails, hammer, hinges etc _____
- 9) soap, shampoo, tooth paste, tooth brush, shaving cream _____
- 10) basin, flush, pot, mug, shower etc _____
- 11) tables, chairs, desks, sofas, cabinets etc _____
- 12) belts, bags, caps, scarves, cabinets etc _____
- 13) chains, rings, earring, necklace, bangles etc _____
- 14) dolls, decoration pieces, crystal, vases etc _____
- 15) bread, butter, vegetables, and other food items _____
- 16) pants, shirts, dresses, sarees, skirts, blouses, etc _____
- 17) sweets, toffees, cakes, pastries etc _____
- 18) bread, buns, cakes, pies, biscuits etc _____
- 19) soaps, washing powder, phenyl, soda, scrubs etc _____
- 20) cars, scooters, buses, trucks, cycles, vans etc _____

- 21) milk, butter, cheese, curds, cream, etc _____
- 22) TVs, fridges, music systems, microwaves, mixies, etc _____
- 23) chicken, hen, geese, birds etc _____
- 24) pots, pans, tava, cookers, etc _____
- 25) diamonds, sapphires, rubies, emeralds, pearls etc _____

In English, **words** are **classified** into parts of speech such as nouns, verbs, adjectives, and adverbs. The **word** function is **classified** as both a verb and a noun. All words belong to categories called word classes (or parts of speech) according to the part they play in a sentence.

The main word classes in English are listed below.

- Noun
- Verb
- Adjective
- Adverb
- Pronoun
- Preposition
- Conjunction
- Determiner
- Exclamation

Noun

A noun is a word that identifies:

- a person (*man, girl, engineer, friend*)
- a place (house, library, Chennai)
- a thing (*horse, wall, flower, country*)
- an idea, quality, or state (*anger, courage, life, luckiness*)

Verb

A verb describes what a person or thing does or what happens. For example, verbs describe:

- an action – *jump, stop, explore*
- an event – *snow, happen*
- a situation – *be, seem, have*
- a change – *evolve, shrink, widen*

Adjective

An adjective is a word that describes a noun, giving additional information about it. For example:

- *an **exciting** adventure*
- *a **green** apple*
- *a **tidy** room*

Adverb

An adverb is a word that is used to give information about a verb, adjective, or other adverb. They can make the meaning of a verb, adjective, or other adverb stronger or weaker, and often appear between the subject and its verb (*She **nearly** lost everything.*)

Pronoun

Pronouns are used in place of a noun that is already known or has already been mentioned. This is often done in order to avoid repeating the noun. For example:

*Laura left early because **she** was tired.*

*Anthony brought the avocados with **him**.*

***That** is the only option left.*

***Something** will have to change.*

Personal pronouns are used in place of nouns referring to specific people or things, for example *I, me, mine, you, yours, his, her, hers, we, they, or them*. They can be divided into various different categories according to their role in a sentence, as follows:

- Subjective pronouns
- Objective pronouns
- Possessive pronouns
- Reflexive pronouns

Preposition

A preposition is a word such as *after, in, to, on, and with*. Prepositions are usually used in front of nouns or pronouns and they show the relationship between the noun or pronoun and other words in a sentence. They describe, for example, the position of something, the time when something happens, or the way in which something is done.

Conjunction

A conjunction (also called a connective) is a word such as *and, because, but, for, if, or, and when*. Conjunctions are used to connect phrases, clauses, and sentences. The two main kinds are known as *coordinating conjunctions* and *subordinating conjunctions*.

Determiner

A determiner is a word that introduces a noun, such as *a/an, the, every, this, those, or many* (as in *a dog, the dog, this dog, those dogs, every dog, many dogs*).

The determiner *the* is sometimes known as the *definite article* and the determiner *a* (or *an*) as the *indefinite article*.

Exclamation

An exclamation (also called an interjection) is a word or phrase that expresses strong emotion, such as surprise, pleasure, or anger. Exclamations often stand on their own, and in writing they are usually followed by an exclamation mark rather than a full stop.

Activity: Classify the words in the following sentences.

1. Transportation by large and long-range aircraft, the flight of space shuttles, and the realization of the space station are some examples of recent developments in aerospace engineering.
2. These developments highlighted cutting-edge technologies such as light-weight high-strength materials, heat-resistant structures, miniaturization, high performance propulsion systems, reduction of air drag, large scale numerical simulation, and the construction of large structures in space.
3. Aircraft for transportation and artificial satellites for communication and weather forecast are now commonly related to our daily lives.
4. These aerospace technologies are key technologies in support of our society.

3.5.2 Word Associations

Word associations arise in the human's mind when reading or saying a word, or just thinking about the word. It is also possible to search for a word by the first letter.

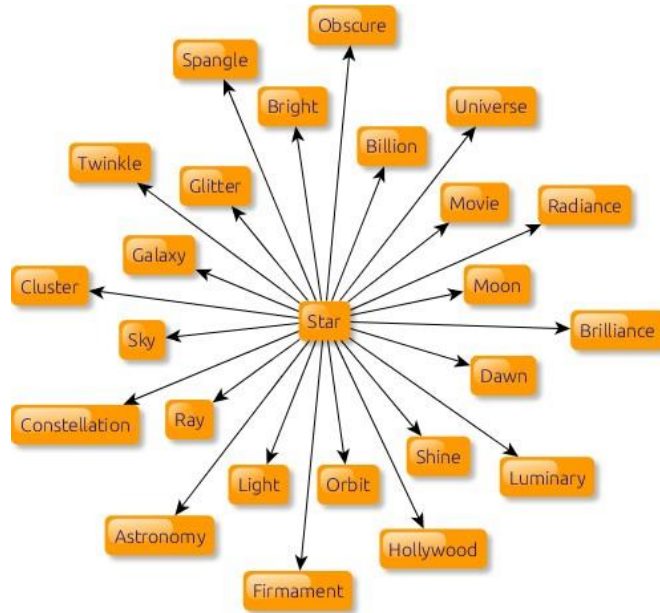
The Definition of Word Association

Association is one of the basic mechanisms of memory. In a sense, they can be called natural classifiers of the conceptual content of the vocabulary of the language. Under certain conditions, a revival of one idea or concept is accompanied by a revival of others ideas correlated with it. This phenomenon is called the Association.

Classification of Associations

Since Aristotle's age, people distinguish association by similarity, contrast and contiguity.

- *Association by similarity* is based on the fact that the associated phenomena have some common features. (Eg:



woe - unhappiness, sorrow, grief, sadness, and so on).

- *Association by similarity* is association by contrast, the origin of which is explained by the presence in phenomena of opposite features. (For example, the phenomenon of antonyms: grief - joy, happiness – unhappiness, and so on).
- *Association by contiguity* comes into existence when events are situated close together in time or space. (for example, a flower - a rose, a disease - death, and so on).

Activity: Write word association for the underlined words.

A considerable advantage when landing a commercial aircraft is that most big planes today have automatic landing capability, which relies on a combination of onboard electronics and signals from airport runway lights and transmitters. The system is meant to help pilots in times of low visibility and can be used only under certain wind conditions.



3.5.3 Paired Expressions

In English grammar, a **paired** construction is a balanced arrangement of two roughly equal parts in a sentence. By convention, items in a **paired** construction appear in parallel grammatical form: a noun phrase is **paired** with another noun phrase, an -ing form with another -ing form, and so on.

Selected expressions with and: Beginner	Selected expressions with and: Intermediate	Selected expressions with or: Beginner
<ul style="list-style-type: none">• Before and after• Black and white• Come and go• Do and don'ts• Each and every• In and out• Ladies and gentleman• Large and small	<ul style="list-style-type: none">• By and large• Bright and early• Far and away• Far and wide• For and against• Forgive and forget• Hit and run• Live and let live	<ul style="list-style-type: none">• All or nothing• In or out• like it or not• me or you• more or less• once or twice• one or another• one or more

Selected expressions with and: Beginner	Selected expressions with and: Intermediate	Selected expressions with or: Beginner
<ul style="list-style-type: none"> • Mother and father • One and only • Round and round • There and then • This and that • Top and bottom • Up and down • Where and when • With and without • Yes and no 	<ul style="list-style-type: none"> • Off and on • Once and for all • Over and above • Pros and cons • Pure and simple • Safe and sound • So and so • Whys and wherefores 	<ul style="list-style-type: none"> • one or two • some or all • something or other • this or that • up or down • yes or no
Selected expressions with or: Intermediate <ul style="list-style-type: none"> • By hook or by crook • Factor fiction • For richer or poorer • Give or take • Right(ly) or wrong(ly) • Sink or swim • Sooner or later • Take it or leave it • True or false • Whether or not 		

Parallel structure is important in English, but it is all too often used incorrectly. From simple words to complex phrases, the basic rule of parallel structure is that all the elements must be equal (i.e., they must match) on either side of the comma or conjunction. Parallel structure is especially important when it comes to **paired joining terms** such as *not only...but also*, *either...or*, *neither...nor*, and *both...and*. Listed below are some of the rules, examples, and tricky cases that you can use when teaching your students about these terms.

General Rules of Parallel Structure

There must be a match in **form** and **function** when joining words, phrases, clauses, or sentences in English. The **form** must be the same; i.e., nouns must be joined to other nouns, verb + object phrases must be joined to other verb + object phrases, SVO clauses must be joined to other SVO clauses, etc.

Examples:

- She cleaned the kitchen, the bathroom and dusted the living room. (*wrong*: N, N, V + N)
- She cleaned the kitchen, the bathroom and the living room. (*correct*: N, N, N)
- I wrote the report, called the client and the storeroom was organized. (*wrong*: V + N, V + N, N + V)
- I wrote the report, called the client and organized the storeroom. (*correct*: V + N, V + N, V + N)

The grammatical **function** must also be the same; i.e., adjectives must be joined to other adjectives, past verbs should be joined to other past verbs, gerunds must be joined to other gerunds, etc.

Examples:

- The house was old but a beauty. (*wrong*: Adj, N)
- The house was old but beautiful. (*correct*: Adj, Adj)

Specific Cases of Parallel Structure: Paired Joining Terms

The following expressions are mainly used for **emphasis**. They are especially common in writing. The most important thing to remember about these expressions is that the first joining term must be placed before the part of the sentence that has the same form and function as the second part of the sentence that you are trying to match.

1. Not Only...But Also

- We **not only** ate pizza, **but also** pasta. (*wrong*: V + N, N)
- We ate **not only** pizza, but **also** pasta. (*correct*: N, N)

When joining two sentences (using *not only* at the beginning of the sentence), the subject and verb become **inverted**.

- **Not only** *she will* take a test, **but** she will **also** give a presentation. (*wrong*: no inversion)
- **Not only** *will she* take a test, **but** she will **also** give a presentation. (*correct*: inversion)

For practice with *not only...but also*

2. Either...Or

- The students can **either** choose to study **or** to exercise. (*wrong*: V + Infinitive, Infinitive)
- The students can choose **either** to study **or** to exercise. (*correct*: Infinitive, Infinitive)

3. Neither...Nor

- My roommate **neither** likes the red dress **nor** the green dress. (*wrong*: V + N, N)
- My roommate likes **neither** the red dress **nor** the green dress. (*correct*: N, N)

Using *not* with *either...or* has the same meaning as *neither...nor*. *Neither...nor* is quite formal and not often used in speaking, so understanding how to change it to *not* with *either...or* is useful for students.

- They ate **neither** the apples **nor** the oranges. (*correct*, but formal, used in formal writing)
- They didn't eat **either** the apples **or** the oranges. (*correct*, more common in informal writing and speaking)
- They didn't eat the apples **or** the oranges. (*correct*, the most common in speaking)

4. Both...And

- The child **both** wanted to ride the roller coaster **and** ice cream. (*wrong*: V + Infinitive + N, N)
- The child wanted **both** to ride the roller coaster **and** ice cream. (*wrong*: Infinitive + N, N)
- The child wanted **both** to ride the roller coaster **and** to eat ice cream. (*correct*: Infinitive + N, Infinitive + N)

Ex: Either...or , neither...nor , not only...but also, both...and .They are used to introduce alternatives. Study the following pairs of sentences given below.

- **Either** he **or** she cooks dinner.
- Lily eats **not only** string beans **but also** broccoli
- **Neither** Italy **nor** France got to the quarter finals last year.

- She can have **either** tea **or** coffee.
- He **either** washes the clothes himself **or** asks her to wash them.
- The game is suitable **both** for children **and** adults.
- She **not only** wrote the text **but also** researched the photographs
- He was determined **both** to beat the record **and** to win over the crowd.

Activity: Combine the following pairs of sentences using either...or or neither...nor

1. I don't like John. I don't like Peter.
2. He keeps the keys himself. Or he leaves them with his wife.
3. He did not come. He did not call.
4. He wasn't wearing a shirt. He wasn't wearing a coat.
5. He will not come here. He will not send a representative.
6. He may attend the function. Or his wife may attend the function.
7. Give me freedom. Or give me death.
8. He must have done this. Or his brother must have done this.

3.6 Language focus: Subject verb agreement, punctuation, Common errors in spelling

3.6.1 Subject verb agreement simply means the subject and verb must agree in number. This means both need to be singular or both need to be plural. Subject/verb agreement is essential to ensure that a sentence is grammatically correct

Subject/Verb Agreement Examples

Here are some examples of subject verb agreement (the subject is bolded and the verb underlined):

- My **dog** always growls at the postal carrier.
- **Basketballs** roll across the floor.
- **I** don't understand the assignment.

- These **clothes** are too small for me.
- **Peter** doesn't like vegetables.

Compound Subjects

Compound subjects (two subjects in the same sentence) usually take a plural verb, unless the combination is treated as singular in popular usage or the two subjects refer to the same thing or person. Here are some examples of subject verb agreement with compound subjects:

- **Sugar and flour** are needed for the recipe.
- **Neither my dad nor my brothers** know how to ski.
- **Pepperoni and cheese** are great on a pizza.
- **Corned beef and cabbage** is a traditional meal in Ireland. (popular usage)
- **The creator and producer** is arriving soon. (both refer to same person)

When using "or" or "nor" in a compound subject containing a singular and plural subject, the verb agrees with the closest subject. Examples of compound subjects using or, neither-nor, or either-or include:

- **My mom or dad** is coming to the play. (singular)
- Neither **gray nor white** is my favorite color. (singular)
- Either **Grandpa or my sisters** are going to the park. (closest subject is plural)
- Either **my sisters or Grandpa** is going to the park. (closest subject is singular)
- Neither **she nor I** am going to college. (closest subject is singular)

Singular Indefinite Pronouns

Here are some examples of subject verb agreement with singular indefinite pronouns:

- **Each** gets a trophy for playing.
- **Somebody** will pay for this.

- **Anybody** is more fun than you.
- **Something** is very wrong here.
- **Everybody** enjoys a good book.
- **Nothing** has been determined as of yet.

Plural Indefinite Pronouns

Here are some examples of subject verb agreement with plural indefinite pronouns:

- **Both** are qualified for the job.
- **Many** went to the beach and got sunburned.
- **Few** know what it really takes to get ahead.
- **Several** are already on location.
- **Some** sugar is required for taste. (sugar is uncountable so singular verb used)
- **Most** of the cookies were eaten. (cookies are countable so plural verb used)

Midsentence Phrase or Clause

Here are some examples of subject verb agreement with a phrase or clause between the subject and verb:

- A **theory** of physics ascertains that a body in motion stays in motion.
- A **virus** in all the company's computers is a real threat to security.
- The **causes** of this prevalent disease are bad diet and lack of exercise.
- The **couch and chair** I got at the store look really nice in here.
- The **members** of the choir are very happy with the performance.

Collective Nouns

Collective nouns can be singular or plural depending on meaning. Here are some examples of subject verb agreement with collective nouns:

- The **committee** meets here every Thursday. (singular)
- The **crowd** is getting angry. (singular)

- The **jury** has finally reached a decision. (singular)

- The **majority** rules most of the time. (plural)
- The **staff** have gone their separate ways for the holidays. (plural)

Inverted Subjects

Here are some examples of subject verb agreement with inverted subjects where the subject follows the verb:

- There are seven clean **plates** in the dining room.
- There is a **hair** in my lasagna.
- Over the rainbow flies a **bird**.
- How are the **employees** enjoying the new building?
- A good gift is a **gift card**.

3.6.2 Punctuation

Punctuation Elements

1. Periods/Full stop
2. Commas
3. Semicolons
4. Colons
5. Quotation Marks
6. Parentheses and Brackets
7. Apostrophes
8. Hyphens
9. Dashes
10. Ellipses
11. Question Marks
12. Exclamation mark
13. Slashes

1. Punctuation Must be Parallel

When punctuation is parallel it means that interrupting a main clause with a dash or a comma requires the same punctuation at both the beginning and end of the clause.

- **Incorrect:** The teenagers, students from Mrs. Smith's art class-went on a field trip to the museum.
- **Correct:** The teenagers, students from Mrs. Smith's art class, went on a field trip to the museum.
- **Correct:** The teenagers-students from Mrs. Smith's art class-went on a field trip to the museum.

This rule also means that you should not use a semicolon to set off just one item in a list.

- **Incorrect:** I have lived in Des Moines, Iowa, Seattle, Washington; and Boise, Idaho.
- **Correct:** I have lived in Des Moines, Iowa; Seattle, Washington; and Boise, Idaho.

2. An Emdash is a Strong Comma

An emdash (the longest of the three dashes) can be used for many of the same purposes as a comma. A pair of emdashes might be used if the sentence already contains commas. Similarly, it might be used to mark off information for emphasis. An emdash can also act alone, drawing attention to a modifier or an extra piece of information. Here are a few examples:

- Sarah hated walking to school-it was all uphill-but she had no choice, she had missed the bus again.
- For his birthday, Mark received a sweater, a jacket, a savings bond-and a new bike!
- Pizza, chocolate, and ice cream-these are my favorite foods.

3. A Colon Appears at the End of a Main Clause

If you have trouble deciding when to use a colon in your writing, it helps to ask yourself if a period or question mark would be appropriate in the same location. If the sentence is already complete, you may use a colon to add a list, elaboration, or restatement.

- **List:** I have three brothers: David, Kent, and Jacob.
- **Elaboration:** I have decided not to move to San Francisco: I have been offered a better job in Milwaukee.
- **Restatement:** Thinking back, Jenny wasn't sure who started yesterday's fight: she couldn't decide whether she was at fault or her friend Annie.

4. A Semicolon is Used for Equal Emphasis

In a compound sentence that has no coordinating conjunction, a semicolon can join related independent clauses that are of equal importance.

- Sarah answered my question abruptly; she seemed preoccupied.

A semicolon can also be used before a conjunctive adverb joining two clauses in a compound sentence.

- The restaurant was very crowded; however, the waitress took our order immediately.

5. Parentheses Show Related, Nonessential Elements

Parentheses can be used to show elements in a sentence that are related but not necessary to understand the meaning of the sentence. Parentheses can be replaced by commas in most cases, although the use of parentheses tends to de-emphasize a piece of information.

My family visited several countries (Italy, France, Portugal, and Spain) on our vacation last year.

If the information inside the parentheses forms a complete sentence within the larger sentence, no punctuation is necessary.

6. Apostrophes Show Possession or Indicate an Omission

An apostrophe is used to show possession or ownership. An apostrophe and an -s should be added to singular possessive nouns, plural possessive nouns that do not end in -s, and singular possessive nouns that end in -s. Only an apostrophe should be used when showing possession or ownership for a plural possessive noun that ends in -s.

- **Singular possessive noun:** Susan's book
- **Singular possessive noun ending in -s:** Chris's car
- **Plural possessive nouns:** the children's school
- **Plural possessive noun that ends in -s:** my parents' house

An apostrophe can also be used to show that a letter has been omitted from a word to form a contraction. For example, "they're" is a contraction of "they are" and "it's" is a contraction of "it is." (Note that "its" is a possessive pronoun.)

Activity:1

The following sentences have errors in grammar, spelling, and punctuation. Find the errors and write the corrected sentence. (15 mistakes)



Futuristic Flight

One of the trendiest topics in aviation is futuristic design and innovation. While green energy and drone technology is often incorporated into futuristic plans, more outlandish design quirks are also exciting engineers. The prime example is **Airbus' 2030 Concept Plane**, which features

elements that airplanes might have 20 to 40 years from now. Conceptual component include self-cleaning cabins, smart seats that form to passengers bodies, and see-through walls floors and ceilings. Engineers even imagine holographic projections that could turn the cabin into a home office or Zen garden. It's not a real aircraft, and all the technologies it features, though feasible, are not likely to come together in the same manner. Here we are stretching our imagination and think beyond our usual boundaries," says Charles Champion, vice president of engineering at Airbus. Still these designs might provide the keys to safer greener and more comfortable air travel.

Activity:2

Work in pairs and complete these sentences by deciding which punctuation mark is 'explained' or 'illustrated'. The first one is an example.

1. The words 'explained' or 'illustrated' in this sentence are between single quotes.
2. A_____marks the end of a sentence.
3. A_____shows that there is some doubt, doesn't it? What do you think?
4. A_____is used for word-division or word-joining.
5. And it should not be confused with another longer-mark: this is used to separate ideas or words-usually added as an afterthought_____.

PUNCTUATION MARKS

(.) FULL STOP	(" ") INVERTED COMMAS
(,) COMMA	(-) HYPHEN
(:) COLON	(...) ELLIPSIS
(;) SEMI-COLON	(_) DASH
(') APOSTROPHE	() PARENTHESIS
(!) EXCLAMATION MARK	[] BRACKETS
(?) QUESTION MARK	(/) SLASH

6. When writers wish to express emphasis or even surprise they use the _____
7. _____. This is no problem!
8. "_____are used to show what someone actually said".
9. Sometimes you may wish to separate two sentences; but they are somehow closely connected; this is when you can use the _____instead of the full stop.
10. NOTE: a_____can help to emphasize what is coming next: to list things: reports, letters, memos and so on.
11. If a person wants to show alternatives, he/she can separate them by using a
- 12._____/_____ /_____.
13. And if they are using words (i.e. phrases or expressions) which are not of primary importance they can be placed between (_____)
14. An _____is used in possessives (Mr.Jone's) and it's also used in contractions, is't it?

3.6.3 Common errors in spelling

Correct: Calendar

Incorrect: Calender

When we pronounce calendar, it sounds like -er at the end – but the correct way to write it is with -ar.

Correct: Committee

Incorrect: Commitee

Remember that a committee is a group of people – and the word committee itself has three “groups” of double letters.

Correct: Curiosity

Incorrect: Curiousity

The adjective curious contains the letter “u”, but the noun curiosity does not. The strong syllable is also different:

- He was a curious boy.(CUR-i-ous)
- His curiosity got him into trouble.(cur-i-OS-i-ty)

Correct: Definitely

Incorrect: Definatelly

It’s definitely wrong to spell definitely with an “a”!

Correct: Embarrassed

Incorrect: Embarassed

Make sure to include two Rs in embarrass, embarrassed, and embarrassing.

Correct: Forty

Incorrect: Fourty

The words four (4) and fourteen have a “u,” but the word forty (40) does not.

Correct: Forward

Incorrect: Foward

Sometimes forward is pronounced as though the first R wasn’t there, but when written it has two Rs.

Correct: Independent, Independence

Incorrect: Independant, Independance

Independent has only Is and Es, but no As!

Correct: Knowledge

Incorrect: Knowlege

Don't show your lack of knowledge by forgetting the D in knowledge! Other words that end in -dge include bridge, judge, and pledge.

Correct: Necessary

Incorrect: Neccessary

Only one C is necessary in the word necessary. (But two Ss).

Correct: Occurred, Occurring

Incorrect: Occured, Occuring

The word occur is a more formal word for "happen." When adding -ed and -ing, we need to double the R: occurred, occurring

Correct: Propaganda

Incorrect: Propoganda

Propaganda refers to content (articles, advertisements, videos) made specifically to convince you to think a certain way.

Correct: Minuscule

Incorrect: Miniscule

Minuscule describes something very, very small. It *sounds like* “miniscule” when we pronounce it, and we do use the prefix mini- to talk about small versions of things... but minuscule starts with minu.

Correct: Separate

Incorrect: Seperate

We actually usually pronounce this somewhat like *sep-rit* (when an adjective) and *sep-a-rate* (when a verb).

Correct: Truly

Incorrect: Truely

The adjective true has an “e,” but the adverb truly does not.

Confusable words:

Activity: Choose the appropriate word from the options given:

1. The bells began to _____ (peel / peal) at the end of the church service.
2. Maria _____ (praise / prays / preys) her thanks before she eats every meal.
3. The film _____ (board / bored) him so he slept through most of it.
4. I need to buy some _____ (flour / flower) before I make that chocolate cake.
5. _____ (petrol / patrol) is needed for vehicles.
6. He cut his _____ (vein / vain) while doing work.
7. He has to climb the _____ (story / storey) to reach the apartment
8. He is the _____ (soul / sole) person who earns in the family.
9. His smile had a strange (effect / affect) on me.

10. I (advice / advise) everybody to be nice to their fellow men.
11. I always (accept / except) good advice."
12. I asked him to come to the cinema but he'd (all ready / already) seen the film.
13. I need a _____(quiet / quite) atmosphere .
14. It is a beautiful _____(seen / scene)
15. J.F. Kennedy was a man of _____(principle / principal)
16. She teaches every day (accept / except) Sunday(s).
17. The _____(route / root) was not correct
18. The bus _____(fair / fare) is not high in Chennai
19. The colours blue and green (complement / Compliment) each other.
20. The dove is a _____of peace (symbol / cymbal)
21. The driver applied _____(break / brake) in time
22. The minister was the _____Speaker (Principal / principle)
23. The sun _____(rises / raises) in the east.
24. The U.N. aims to establish _____(peace / piece)
throughout the world
25. The waiter asked if we were (all together / altogether).
26. They made me feel like I was (a part / apart) of the family.
27. We have to _____(peel / peal) the outer layer of orange.
28. We should not _____(waste / vast) water.
29. "Are you (all ready / already) for the test?" the teacher asked
30. The _____(way / weigh) is clear .

3.7 Language Lab: Digital literacy: Use interactive power point tools like Prezi, Slideshare to make presentation on the survey report to share link in the Google classroom.

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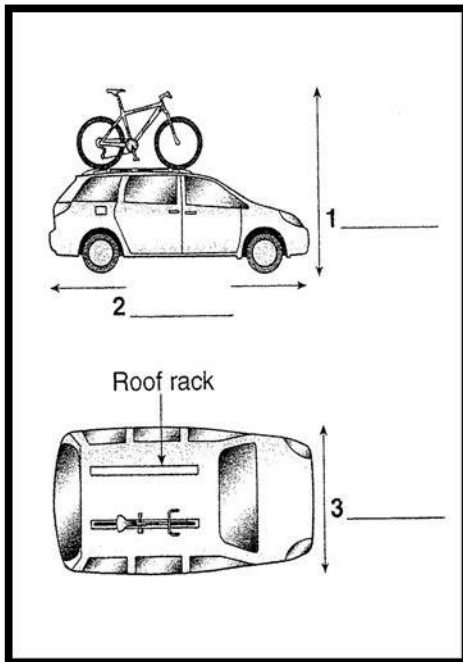
UNIT – IV TECHNICAL ENGLISH – SHSA1101

UNIT IV

LANGUAGE AT THE DISCOURSE LEVEL –PRODUCT DESCRIPTION

Classifying information related products -Group discussion on current topics to arrive at solutions to problems by using elements of reasoning -Reading to prepare notes, categorizing under headings and subheadings by reading Short Extracts from User Manuals - Reading and contextual guessing by reading about products-Instructions and recommendations - Preparation of User Manual on the electronic products incurrent usage - Classification of words - descriptive words about products – definitions - compound nouns - Reported Speech - causatives and double negatives - Tag questions.

4.1 Listening Task



A customer wants to drive her car onto a car ferry. Listen to her phone conversation with the sales staff of the ferry company. Complete the specifications of the customer's vehicle on the left.

A. How (1)_____?

B. It's just under (2) _____ metres wide.

A. O.K, that's fine. The vehicle must not be (3)_____2 metres.

B. Great.

A. (4)_____?

- B. It's exactly (5)_____metres long.
- A. Please measure it again carefully. It must be (6)_____7 metres.
- . OK. I'll do that and get back to you.
- A. (7)_____?
- B. It's just over (8)_____metres high, including the bicycles.
- A. Mm, that's too high. The vehicle must not be (9)_____2.9 metres.
- B. OK. I'll take the bikes off.

SPEAKING

4.2 Group Discussion

Group Discussion is a process where the exchange of ideas and opinions are debated upon. This process is mostly used for selecting candidates for admission. A typical GD comprises of a small group of candidates. Each group is given a topic for discussion.

The candidates are given a time limit for discussing this topic. Each participant has to give his or her views about this topic. The panelists have to judge the discussion. After the time limit is over, the best candidate from the group has to sum up what has been discussed and has to give conclusion.

4.2.1. Requirements to participate in a group discussion

1) Have subject knowledge.

Be well aware of the latest happenings around you, not just in India but around the world as well. To be in a better position, make sure that you have in-depth knowledge on the subject.

2) Makesure you Read Widely

Reading not only adds to your knowledge database but enhances your vocabulary skills as well. Plus reading over a period of time helps in your understanding of a particular subject/ topic better.

3) Choose Magazines that are Rich in Content

Always opt for magazines that are content rich and not just full of advertisements.

4) Be Aware of Topics that are repeated

Often, there are topics which re-appear with minute changes and minor variations. Be aware of such topics well in advance so that you have ample time to prepare for the same. E.g. the issues of terrorism, gender inequality, poverty. Make sure you know these topics well and can come up with some unique, insightful points along with dates, stating facts.

4.2.2 Activity

- (i) The Importance of Gadgets in Our Lives.
- (ii) The Impact of smartphones and mobile devices on human health and life.

4.3 NOTE MAKING

Note Making is a process of writing down important details from a source. When the available information is vast, there is a need for briefing down the details. It helps to go through a lot of information in less time. A person should write notes in a specific format.

4.3.1 Format to be followed in Note-Making.

<p>Column A</p> <p>Title: 2 Types of note making:</p> <ol style="list-style-type: none"> 1. Note taking in the class 2. Note making while reading 2.1 advantages: <ol style="list-style-type: none"> 2.1.1. _____ 2.1.2 _____ 2.2. Format 2.3 Two ways of making notes <ol style="list-style-type: none"> 2.3.1 _____ 2.3.1.1. Advantages: 2.3.1.2 Disadvantages: 2.3.2 _____ 2.4. Advice _____ 2.4.1 _____ 	<p>Column B</p> <p>Example of Linear notes:</p> <ol style="list-style-type: none"> 1. Good note-making <ol style="list-style-type: none"> 1.1 Think before you write 1.2 Keep brief notes 1.3 Keep notes organised 1.4 Use your own words 2. Useful strategies <ol style="list-style-type: none"> 2.1 Write phrases not sentences 2.2 Use headings 2.3 Number points 3. Unhelpful strategies <ol style="list-style-type: none"> 3.1 Copying chunks and phrases 3.2 Writing more notes than you can use
<p>This is only an example given. You can add more points if needed</p>	

Abbreviations/ short forms for note taking

bet.	-	between
orgn.	-	organisation
req.	-	require
sym.	-	symbol
adv.	-	advantage
ad.	-	advertisement
govt.	-	government
≡	-	equivalent to
eq.	-	equation
Δ lar	-	triangular

∴	-	therefore
etc	-	et cetera / and so on
i.e.	-	that is
e.g.	-	example
III	-	Similar
Smb	-	Somebody
sth	-	Something
asst.	-	assistant
appln	-	application
rly	-	railway

Units in SI Symbol

m	-	metre
kg	-	kilogram
s	-	second
M/s ²	-	Metre / Second ²
rad/s ²	-	radian / Second ²
m ²	-	Metre ²
kg/m ³	-	Kilogram / Metre ³
N	-	Newton

Hz	-	Hertz
N.S	-	Newton - Second
N.M.S.	-	Newton - Metre - Second
N/m	-	Newton / Metre
M/s	-	Metre per second
Pascal	-	Pa (N/m ²)

Ex. 4.3.1.1. Make notes for the following in the standard format.

Microwave Oven

The idea for using microwaves to cook food was discovered by Percy Spencer who was working for Raytheon and was building magnetrons for radar sets. One day he was working on an active radar set when he had noticed a sudden and strange sensation, and saw that a chocolate bar he had in his pocket had melted. The holder of 120 patents, Spencer was no stranger to discovery and experiment, and realized what was happening. The first food to be deliberately cooked with microwaves was popcorn, and the second was an egg (which exploded in the face of one of the experimenters).

In 1946 Raytheon patented the microwave cooking process and in 1947, they built the first commercial microwave oven, the Radarange. It was almost 6 feet (1.8 m) tall and weighed 750 pounds (340 kg). It was water-cooled and produced 3000 watts, about three times the amount of radiation produced by microwave ovens today. This first step was so successful that Raytheon eventually purchased Amana to round-out a complete home appliance product suite.

A number of other companies joined in the market, and for a time most systems were built by defense contractors, who were the most familiar with the magnetron. Litton was particularly well known in the restaurant business. By the late 1970s the technology had improved to the point where prices were falling rapidly. Formerly found only in large industrial applications, microwaves were increasingly becoming a standard fixture of most (western) kitchens. The rapidly falling price of microprocessors also helped by adding electronic controls to make the ovens easier to use. By the late 1980s they were almost universal and currently it is estimated that nearly 95% of American households have a microwave.

A microwave oven consists of a magnetron, a magnetron control circuit (usually with a microcontroller), a waveguide, and a cooking chamber. A microwave oven works by passing microwave radiation, usually at a frequency of 2450 MHz (a wavelength of 12.24 cm), through the food. Water, fat, and sugarmolecules in the food absorb energy from the microwave beam in a process called dielectric heating. Most molecules are electric dipoles, meaning that they have a positive charge at one end and a negative charge at the other, and is therefore twisted to and fro as it tries to align itself with the alternating electric field induced by the microwave beam. This molecular movement creates heat. Microwave heating is most efficient on liquid water, and much less so on fats, sugars, and frozen water. Microwave heating is sometimes incorrectly explained as resonance of water molecules, but this occurs only at much higher frequencies, in the tens of gigahertz.

The cooking chamber itself is a Faraday cage enclosure to prevent the microwaves escaping into the surroundings. The oven door is usually a glass panel, but has a layer of conductive mesh to maintain the shielding. Since the mesh width is much less than the wavelength of 12 cm, the microwave radiation cannot pass through the door, while visible light (with a much shorter wavelength) can.

Professional chefs generally find microwave ovens to be of limited usefulness. See [Microwaving](#) for a discussion of this reason. With wireless computer

networks gaining in popularity, microwave interference has become a concern among those with wireless networks. Microwave ovens are capable of disrupting wireless network transmissions due to the fact that the microwave creates radio waves at about 2450 MHz. This is about the same frequency that wireless networks use, so microwave ovens in use can interfere with network signals and cause connection issues.

A microwave oven does not convert all electrical energy into microwaves. A typical consumer microwave oven could consume 1100 W, and deliver 700 W of microwave power. The remaining 400 W are dissipated as heat by components of the oven. The main source of energy loss is the magnetron tube which is much less than 100% efficient at generating microwave output from the power source. Lesser amounts of power are consumed by the oven lamp, AC power transformer losses, magnetron cooling fan, food turntable motor and control circuits. This waste heat does not end up in the food but is mostly expelled from the cooling vents on the oven and heats the air in the kitchen. Most of the actual microwave power will end up heating the food inside the oven, unless the microwave oven is loaded with a very small amount of absorbing food. In that case, the magnetron element will reabsorb the microwaves, which can lead to overheating

Food is heated for so short a time that it is often cooked unevenly. Microwave ovens are frequently used for reheating previously cooked food, and bacterial contamination may not be killed by the reheating, resulting in foodborne illness. The uneven heating is partly due to the uneven distribution of microwave energy inside the oven, and partly due to the different rates of energy absorption in different parts of the food. The first problem is reduced by a stirrer, a type of fan that reflects microwave energy to different parts of the oven as it rotates, and by a turntable that turns the food. The second problem must be addressed by the cook, who should arrange the food so that it absorbs energy evenly, and periodically test and shield any parts of the food that overheat.

4.3.1.2. Make notes for the following passage.

Digital Camera

The quality of pictures that a digital camera is capable of taking is primarily based on its megapixel rating. The higher the megapixels, the better the picture quality. For example, a 10 MP (megapixel) digital camera takes better pictures than a 7-megapixel digital camera.

Other factors that can affect picture quality include the type of camera lens, size of the lens (measured in millimeters), and type of camera itself. Lower cost digital cameras often feature a lower quality and standard size lens and provide minimal zoom capability. Higher priced, higher quality digital cameras include a better quality lens, possibly a larger size lens, and feature increased zoom capabilities.

Some digital cameras, like a digital SLR camera, allow users to adjust lighting, aperture, shutter speed, and other settings, providing improved control over picture quality. These digital cameras also allow for accessory attachments to increase or decrease the size of a lens and length of zoom.

Although the idea for a digital camera originated in 1961, the technology to create one didn't exist. The first digital camera was invented in 1975 by Steven Sasson, an engineer at Eastman Kodak. It primarily used a charge coupled device, a type of image sensor, but originally used a camera tube for image capture. That functionality was later digitized by Kodak. The first digital cameras were used by the military and for scientific purposes. Medical businesses and News reporting companies began to use digital cameras a few years later.

Digital cameras did not become common consumer electronic devices until the mid-1990s. By the mid-2000s, digital cameras mostly replaced film cameras as the camera of choice by consumers.

If you have an old-style camera, you'll know that it's useless without one vital piece of equipment: a film. A film is a long spool of flexible plastic coated with special chemicals (based on compounds of silver) that are sensitive to light. To stop light spoiling the film, it is wrapped up inside a tough, light-proof plastic cylinder—the thing you put in your camera.

When you want to take a photograph with a film camera, you have to press a button. This operates a mechanism called the shutter, which makes a hole (the aperture) open briefly at the front of the camera, allowing light to enter through the lens (a thick piece of glass or plastic mounted on the front). The light causes reactions to take place in the chemicals on the film, thus storing the picture in front of you.

This isn't quite the end of the process, however. When the film is full, you have to take it to a drugstore (chemist's) to have it developed. Usually, this involves placing the film into a huge automated developing machine. The machine opens up the film container, pulls out the film, and dips it in various other chemicals to make your photos appear. This process turns the film into a series of "negative" pictures—ghostly reverse versions of what you actually saw. In a negative, the black areas look light and vice-versa and all the colors look weird too because the negative stores them as their opposites. Once the machine has made the negatives, it uses them to make prints (finished versions) of your photos.

If you want to take only one or two photographs, all of this can be a bit of a nuisance. Most people have found themselves wasting photographs simply to "finish off the film." Often, you have to wait several days for your film to be developed and your prints (the finished photographs) returned to you. It's no wonder that digital photography has become very popular—because it solves all these problems at a stroke.

4.4 READING AND CONTEXTUAL GUESSING BY READING ABOUT PRODUCTS

Points to Remember

- i. Remember that words in isolation convey one meaning and integrated word groups convey another. So, word groups need to be perceived as thought units or sense groups.
- ii. Do not stop reading if you are not able to recall the meaning on a certain word or phrase. Rather continue reading till you complete a reasonable portion of the message.
- iii. At times, you may infer the meaning of an unknown word through its extended definition or stated qualities.
- iv. If you come across an antonym of the unknown word, you may be able to guess the meaning.
- v. Remembering the words through the appropriate phrases is another excellent way of getting the meaning though you may not know the meaning of those words in isolation. The phrases ‘to whet your appetite’, ‘incorrigible liar’.

4.4.1 Read the passage and answer the questions below.

The average computer user has between 5 and 15 username/password combinations to log in to email accounts, social networking sites, discussion boards, news and entertainment sites, online stores, online banking accounts, or other websites. For people who use email or other internet applications at work, the number of required username/password combinations may surpass 30. Some of these accounts demand that you use a specific number of symbols and digits, while others require you to change your password every 60 days. When you add to this list the codes needed to access things like ATMs, home alarm systems, padlocks, or

voicemail, the number of passwords becomes staggering. The feeling of frustration that results from maintaining a memorized list of login credentials has grown so prevalent that it actually has a name: password fatigue. Having to remember so many different passwords is irritating, but it can also be dangerous. Because it is virtually impossible to remember a unique password for each of these accounts, many people leave handwritten lists of usernames and passwords on or next to their computers. Others solve this problem by using the same password for every account or using extremely simple passwords. While these practices make it easier to remember login information, they also make it exponentially easier for thieves to hack into accounts. Single sign-on (SSO) authentication and password management software can help mitigate this problem, but there are drawbacks to both approaches. SSO authentication can be used for related, but independent software systems. With SSO, users log in once to access a variety of different applications. Users only need to remember one password to log in to the main system; the SSO software then automatically logs the user in to other accounts within the system. SSO software is typically used by large companies, schools, or libraries. Password management software, such as Kee Pass and Password Safe, is most often used on personal computers. These software programs—which have been built into many major web browsers—store passwords in a remote database and automatically “remember” users’ passwords for a variety of sites. The problem with both SSO authentication and password management software is that the feature that makes them useful is also what makes them vulnerable. If a user loses or forgets the password required to log in to SSO software, the user will then lose access to all of the applications linked to the SSO account. Furthermore, if a hacker can crack the SSO password, he or she will then have access to all of the linked accounts. Users who rely on password management software are susceptible to the same problems, but they also incur the added threat of passwords being compromised because of computer theft. Although most websites or network systems allow users to recover or change lost passwords by providing email addresses or answering a prompt, this process can waste time and

cause further frustration. What is more, recovering a forgotten password is only a temporary solution; it does not address the larger problem of password fatigue. Some computer scientists have suggested that instead of passwords, computers rely on biometrics. This is a method of recognizing human users based on unique traits, such as fingerprints, voice, or DNA. Biometric identification is currently used by some government agencies and private companies, including the Department of Defense and Disney World. While biometrics would certainly eliminate the need for people to remember passwords, the use of biometrics raises ethical questions concerning privacy and can also be expensive to implement. The problems associated with SSO, password management software, and biometrics continue to stimulate software engineers and computer security experts to search for the cure to password fatigue. Until they find the perfect solution, however, everyone will simply have to rely on the flawed password system currently in place

1) Which of the following best describes the organization of the passage?

- A. The passage organizes ideas in order of increasing importance.
- B. The author presents an argument and then uses evidence to dismiss opposing views.
- C. The author explains a problem, explores solutions, and then dismisses these solutions as inadequate.
- D. The author explains a problem and then persuades readers to agree with his or her solution to the problem.
- E. The author explains a problem, contextualizes the problem, and ultimately dismisses it as an unnecessary concern.

2) The passage discusses all of the following solutions to password fatigue except

- A. writing the passwords down on a piece of paper
- B. voice-recognition software
- C. KeePass
- D. using very simple passwords
- E. intelligent encryption

3) *Which is the best synonym for mitigate?*

- A. predict
- B. postpone
- C. investigate
- D. lessen
- E. complicate

4) *According to the passage, SSO authentication software may be safer than password management software because*

- I. stolen personal computers contain passwords memorized by a user's web browser
- II. if a user of password management software forgets his or her login credentials, the user can no longer access any of the applications protected by the password
- III. hackers who access password management software can gain access to all of the applications protected by that password

- A. I only
- B. II only
- C. I and II only
- D. II and III only
- E. I, II, and III

5) *Which of the following statements from the passage represents an opinion, as opposed to a fact?*

- A. "For people who use email or other internet applications at work, the number of required username/password combinations may surpass 30."
- B. "The feeling of frustration that results from maintaining a memorized list of login credentials has grown so prevalent that it actually has a name: password fatigue."

- C. “Having to remember so many different passwords is irritating, but it can also be dangerous.”
 - D. “Additionally, recovering a forgotten password is only a temporary solution; it does not address the larger problem of password fatigue.”
 - E. “The problems associated with SOS, password management software, and biometrics continue to stimulate software engineers and computer security experts to search for the cure to password fatigue.”
- 6) *Author notes that “the use of biometrics raises ethical questions concerning privacy.” Which of the following situations could be used as an example to illustrate this point?*
- A. A thief steals a personal computer with password management software and gains access to private email accounts, credit card numbers, and bank statements.
 - B. An employee at a company uses a voice recognition system to log in to his computer, only to be called away by his boss. While he is away from the computer but still logged in, another employee snoops on his computer and reads personal email correspondence.
 - C. A computer hacker gains access to a system that uses SSO software by cracking the password, thus gaining private access to all linked accounts.
 - D. A company that employs fingerprint identification security software turns over its database of fingerprints to the local police department when a violent crime occurs on its grounds.
 - E. Even when a person is on password-protected websites, an internet browser tracks the person’s internet use and collects information in order to tailor advertisements to his or her interests.
- 7) *In the final paragraph, the author’s tone can best be described as*

- A. angry
- B. resigned
- C. confused
- D. hopeful
- E. depressed

4.5 INSTRUCTIONS AND RECOMMENDATIONS.

Giving Instructions

Instructions are important in technical writing. Here, the sentences start with the verb in present tense and the negatives can be expressed using *don't*, *avoid*, *stop*, *keep away*, *stay away etc.*

4.5.1. Sample Instructions

Instructions to be followed for Steam Iron box

1. Always place the Steam Iron on a stable, flat, heat-resistant surface. Ensure that the surface can take the weight of the unit during use and also when the Steam Iron is resting on its stand.
2. Always keep the Steam Iron out of the reach of children.
3. Do not leave the Steam Iron unattended when in use or when connected to the mains electrical supply.
4. Do not relocate or store the Steam Iron while it is operating or while it is connected to the mains electrical supply.
5. Do not operate the Steam Iron if the plug or power cord have been damaged, or if it is not working properly.

6. Check the Steam Iron power cord regularly for damage. If the power cord is damaged in any way, it must be replaced by the manufacturer or its service agent or a similarly qualified person in order to avoid an electrical hazard.
7. Do not allow the power cord to hang over sharp table edges or come into contact with hot surfaces.
8. Do not use the Steam Iron outdoors.
9. Always switch the power OFF before removing the plug from the mains electrical supply.
10. To unplug the Steam Iron, grasp the plug firmly and remove it from the mains electrical supply. **DO NOT PULL ON THE CORD**
11. Never use the Steam Iron if it is damaged in any way.

4.5.1.1. *Write a set of 10 Instructions to be followed while using Smart Home Gadgets.*

4.5.2 WRITING RECOMMENDATIONS.

The recommendations are suggestions about what should be done. Your reputation as a professional can be influenced by the quality of your recommendations. Therefore, the quality of the content must be good. The notes below will help you to produce recommendations with good content and language.

Some of the **Key words** to be used while writing recommendations are

Should, should be, must, must be, can, can be, have to,

Have to be, ought to, ought to be, need to, need to be,

4.5.2.1 Sample Recommendations

Recommendations to secure your android smartphone from being hacked

1. A strong, secure passcode should be given.
2. Passwords need to be changed often and should be private.
3. Your apps must be locked always.
4. Security software on the Android phone ought to be installed.
5. Wi-Fi, Bluetooth and Cellular Data have to be disabled when not in use.
6. Phone need to be charged only on trusted USB ports
7. Auto-login should be avoided
8. It is recommended that too much personal information on social mediashould not be shared.
9. Suspicious emails must not be opened.

Activity

4.5.2.2 *The following sentences are a combination of instructions and recommendations for preparing a User Manual. Arrange them properly in the table.*

1. Include the appropriate cover and title pages.
2. Add references to related documents in the preface.
3. Include a table of contents if the manual exceeds ten pages
4. You have to put instructions/procedures and reference materials in the body of the manual
5. Procedures should be written in a consistent structure throughout the instruction section of the manual.
6. Begin with an overview of the task, then describe what the user has to do.
7. Number the steps and begin with action verbs, as the steps in each section of this article are written.
8. Reference materials should include lists of options, troubleshooting tips and frequently asked questions.

9. Glossaries and indexes ought to be added at the end of the manual.
10. Although a list of frequently used terms can appear at the front, the index need to be omitted if the manual runs less than 20 pages.
11. Use graphic images as needed to support the text
12. Choose a few readable fonts
13. Consider the type of binding for the user manual
14. It is necessary to define the user is.
15. Write to the user's needs in a way the user can understand.
16. You must explain the problem the user is trying to solve, and then present the solution to it.

S.no	Instructions	Recommendations

4.5.2.3. *Convert the following sentences into recommendations. Underline the recommendation keywords.*

a. How to Clean an Iron with Baking Soda and Water

1. In the bowl, make a paste by combining two parts baking soda with one part distilled water. (You don't want to use tap water as it can leave additional mineral deposits behind.)
2. Make sure the iron is unplugged and absolutely cool.
3. Spread the paste over the iron's soleplate.
4. Use a damp microfiber cloth to wipe the paste away, making sure you remove all of it.

5. Dip a cotton swab into distilled water.
6. Use this to clean the steam holes on the iron's soleplate.
7. Let the iron dry completely before plugging it in and using it again

b. How to clean a spark plug

1. Take off the spark plug cover.
2. Loosen the spark plug with a special wrench
3. Remove the spark plug from the socket
4. Clean the spark plug using a wire brush
5. Replace the spark plug in the socket
6. Tighten the spark plug using the wrench
7. Put the cover back on the spark plug

4.6 MANUAL PREPARATION

Writing a manual on an important function at work can demonstrate your abilities to your superiors. It demonstrates your ability to complete a project on your own.

4.6.1 What is a Manual?

A **user guide** or **user's guide** is commonly known as a **manual**. It is a technical communication document intended to give assistance to people using a particular system.

- It is usually written by technical writers, programmers, product or project managers, or other technical staff.
- User guides are most commonly provided with electronic goods, computer hardware and software.

4.6.2 Contents of a User Manual

The sections of a user manual often include:

- A cover page
- A title page and copyright page
- A preface, containing details of related documents and information on how to navigate the user guide

- A contents page
- A guide on how to do or use something or the main functions of the system
- A troubleshooting section detailing possible errors or problems that may occur, along with how to fix them
- A FAQ (Frequently Asked Questions)
- Where to find further help, and contact details
- A glossary and, for larger documents, an index

User manuals accompany computers and other electronic devices such as televisions, stereos, telephone systems, and MP3 players, as well as household appliances and lawn and garden equipment. Good user manuals educate users about the product's features while teaching them how to use those features effectively and are laid out to be easily read and referred to. When creating effective content for and designing the layout of a user manual the following rules are to be followed. (*Ref: en.wikipedia.org/wiki/User_guide*)

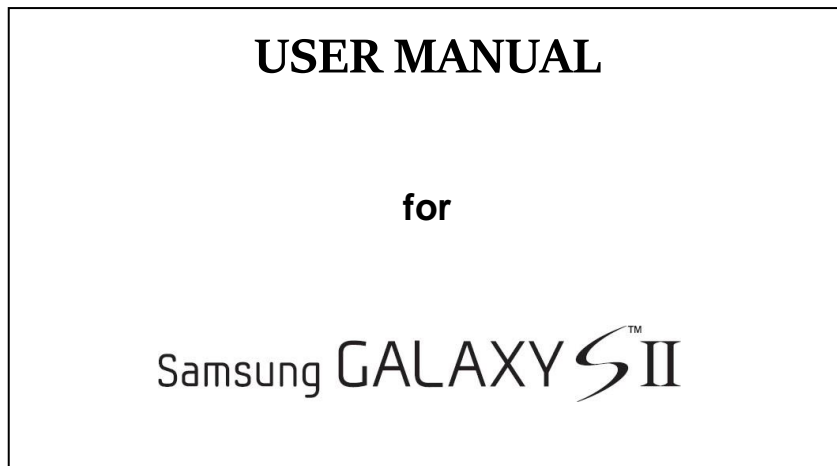
4.6.3. Rules:

1. Include the appropriate cover and title pages.
2. Put references to related documents in the preface.
3. Include a table of contents if the manual exceeds 10 pages
4. You have to put instructions/procedures and reference materials in the body of the manual
5. Procedures should be written in a consistent structure throughout the instruction section of the manual.
6. Begin with an overview of the task, then describe what the user has to do.
7. Steps should be numbered and begin with action verbs, as the steps in each section of this article are written.
8. Reference materials should include lists of options, troubleshooting tips, and frequently asked questions.

9. Glossaries and indexes ought to be added near the end of the manual, although a list of frequently used terms can appear at the front.
10. The index need to be omitted if the manual runs less than 20 pages.
11. Use graphic images as needed to support the text
12. Choose a few readable fonts
13. Consider the type of binding for the user manual
14. It is necessary to define who your user is.
15. Write to your user's needs in a way the user can understand.

4.6.3.1. Prepare a user manual for mobile phones in the proper format.

TITLE PAGE



Product Description:

The Samsung Galaxy S II is a touchscreen-enabled, slate-format Androidsmartphone designed, developed, and marketed by Samsung Electronics. It has additional software features, expanded hardware, and a redesigned physique compared to its predecessor, the Samsung Galaxy S. The S II was launched with Android 2.3 "Gingerbread", with updates to Android 4.1.2 "Jelly Bean". It was one of

the slimmest smartphones of the time, mostly 8.49 mm thick, except for two small bulges which take the maximum thickness of the phone to 9.91 mm. The S2 features a unique Hyperskin mesh back panel which gives added grip and prevents the phone from heating up during extended calls.

User Friendly Features:

Touch screen provides quick response to a variety of in-phone menus and options including applications and seven home screens

- Solid Android Gingerbread platform
- Ready access to the Internet
- Built-in Bluetooth and Wi-Fi technology
- Brilliant wide-screen AMOLED display
- 8 Megapixel camera and camcorder
- AT&T GPS Navigation functionality provides real-time navigation
- micro SD card compatibility for use in data storage and access
- HSDPA 7.2 mbps high speed download capability
- Assisted GPS (TeleNav GPS Navigation)
- Up to 32GB expandable memory slot
- Sync and update social network applications

Important Safety Instructions

DO'S

- Always use a protective case for optimum mobile phone safety.
- Use anti-virus and anti-spyware software on your phone.
- Check your privacy & security settings.
- Do not put your phone on silent when inside the church, cinema, the library and other places where complete silence is necessary.
- Put a password on your wireless carrier account to keep others from accessing your account.
- Try not to store sensitive information on your phone.

- Always use official app stores to download and install an app. Disable the option to allow installation of third party apps.

DON'TS

- Don't Talk and Drive
- Do not let the phone or battery come in contact with liquids.
- Do not dispose of the phone or the battery in a fire.
- Never watch videos, such as a movie or clip, or play video games while operating a vehicle.
- Don't sleep with your phone next to you. Excessive use of your phone could cause problems to your health because of the radiation it emits.
- Do not click dangerous links.

Troubleshooting (Problems& Solutions)

1. How to prevent the phone from over-heating?

Ans: *Keep It Cool and Inactive*- For starters, your phone should be kept out of direct sunlight and stored in a dry, shaded bag or pocket that won't transfer the sun's heat. After removing outside heat sources, take some time to relax your busy phone by reducing brightness, closing apps, abstaining from overbearing Wi-Fi or data use, and making sure to postpone downloads or updates until you're in more ideal circumstances, like when you plug your phone in at night.

2. What should be done, if the phone is constantly crashing?

Ans: *Restart and Reset*Begin by simply restarting your device to clear temporary memory and active app data. If the phone is frozen, you'll need to force the device to shut down. Then, check to see if you can widen your available storage space by deleting some unnecessary data. In the end, if you're still having trouble, a factory reset may be the best thing you can do to give your phone a clean slate. If the problem lies with malfunctioning or aging hardware, you may need to visit the repair shop and go from there.

3. What has to be done if the Phone is responding slowly

Ans: *Clear the Cache-* Start by closing apps that you aren't using, and alter your settings to keep unimportant apps from running in the background at all times. These eat up valuable RAM space. Feel free to delete apps and software that you don't need and free up storage space by moving photos and other content to a cloud service.

4. What to do if the battery doesn't seem to hold up?

Ans: *Maximize Your Standby Time-* First, make sure the charger you are using is optimized for your battery. Then, shorten your screen timeout setting so that your phone will fall asleep sooner when not in use, and reduce your brightness when possible. If your phone has a battery saving mode, initiate it whenever you need your phone to be accessible without plugging it in for several hours. Finally, and maybe most importantly, alter your settings so that system-hogging apps and updates don't run in the background.

Service Advantage

Samsung Galaxy S II offers you a limited warranty that the enclosed subscriber unit and its enclosed accessories will be free from defects in material and workmanship, according to the following terms and conditions:

- The limited warranty for the product extends for 12 months beginning on the date of purchase of the product with valid proof of purchase.
- The limited warranty extends only to the original purchaser of the product and is not assignable or transferable to any subsequent purchaser/end user.
- The external housing and cosmetic parts shall be free of defects at the time of shipment and, therefore, shall not be covered under these limited warranty terms.

Contact Details

Samsung Galaxy S II

Samsung Telecommunications

Tel. 1-800-793-8896 or Fax. 1-800-448-4026

E-mail: servicehead.in@samsung.com

Or visit <http://www.lg.com/us/support>.

Correspondence may also be mailed to: P.O. Box 240007,
Huntsville, AL 35824

4.6.3.2. Task

Work in pairs, A and B. Play *twenty questions*

Student A: Think of an everyday object. It could be an electronic gadgets, vehicle, a tool, or any devices. Don't tell your partner what it is. Answer your partner's questions.

Student B: Ask a maximum of 20 questions and try to guess Student A's object. You can't ask directly *what it is?* But you can ask questions like these:

- *Appearance:* What does it look like? What colour is it? What shape it is?
- *Use:* What's it for? What's it used for? What does it do?
- *Materials:* What's it made of?
- *Properties:* Is it flexible?
- *Dimensions:* How long is it?

[When you have finished, change roles]

4.6.3.3. Prepare a user manual for any product of your choice.

4.6.3.4 Speaking

1. Think of some tools or device you use. Discuss why they are useful with a partner.
2. Find out about an important engine or a piece of equipment used in your laboratory.

Technical English

Get information about: the principle behind it/ the function of the main parts/ how it works [Give a short talk about this in the class].

4.6.3.5. Read these advertisements and match with the objects with their descriptions.



1. Use the X-beam wrench for loosening tight and rusty bolts without hurting your hands. The end are at ninety degrees to each other, so you always grip a wide, flat surface, not a narrow edge.
2. What you do if your car battery goes flat in a storm, and you don't have jump leads or roads assistance? The Black & Decker Simple Start allows you to start your car without getting wet. It plugs into the 12-volt socket in your car, and it's designed to restart your car in ten minutes.
3. This is designed to jump, drive, roll and move over and under water at 30 mph using a 175-hp engine. Innerspace Sea Breacher is a two0seat, 5-metre long, underwater vehicle, shaped like a dolphin. Its acts as a jetski and as a fast submarine.
4. Have you forgotten where you put your keys? Use this smart device to find

4.7. DESCRIPTIVE WORDS

Descriptive words are often thought of as adjectives, which is correct. In fact, while all adjectives are descriptive words, not all descriptive words are adjectives. In addition to adjectives, adverbs also describe items, people, and places. An adverb is generally used to describe either a verb or an adjective.

TASK

4.7.1. Identify the equipment from the description. Use the words in the box.

Battery/ digital receiver/ disk drive/ modem/ router/ starter motor

1. This device can change digital signals into analogue signals for a TV
2. This device stores electricity. When it is flat, you recharge it.
3. This equipment can connect two or more computers to one modem.
4. This device connects a computer to the internet through a phone line
5. This machine uses electricity from a battery. It starts the engine of a car.
6. This hardware can copy data from a computer to a CD-ROM.

4.7.2. Match the products with industries. Use a dictionary to help if necessary.

1.	Diesel oil	a. the pharmaceutical industry
2.	Car components	b. the construction industry
3.	Buildings	c. the textile industry
4.	Drugs	d. the electronic industry
5.	Jet engines	e. the petrochemical industry
6.	Cardboard boxes	f. the aerospace industry
7.	Semi-conductors	g. the telecommunications industry
8.	gold	h. the automotive industry
9.	Cloth	i. the packaging industry
10.	Mobile phones	j. the mining industry

4.7.3. Complete the sentences with the most suitable word from the box

Lubricated / tripped / blown / snapped / leak / loose / crashed / expand /
fault / jammed / cursor / restore

- a. The fuse has -----.
- b. I think you should ----- the memory
- c. My computer has -----.
- d. The gearing mechanism has----- again
- e. Can you help me to----- the data?
- f. The blade has ----- off
- g. My mouse isn't working, I can't move the -----.
- h. There has been an oil----- --.
- i. The safety switch has -----
- j. The bolt has worked----- --.
- k. I think there is a ----- in the program.
- l. Have you ----- all the moving parts?

4.7.4. Complete the following sentence by using the words in the box.

break/ kick/ pick up/ press/pull/ switch on/ touch

1. The passenger activates the ticket machine by touching the screen.
2. You switch on the phone by _____ the handset and _____ the green button.
3. The user starts the outboard motor by _____ the handle of the cord.
4. The rider starts the engine by _____ the battery and _____ the lever downwards.
5. The burglar activates the alarm by _____ the laser beam.

4.8 DEFINITIONS

4.8.1 Technical definitions

Definition is a statement or a phrase that gives the meaning of a word or expression. It must set out the essential attributes of the thing defined. There are two types of definitions, - single sentence definition and extended definition. **Single sentence definition** is a term appropriately defined in just one sentence. In an

Extended definition, three points are taken into consideration – (i) category to which the term belongs, (ii) description or explanation, and (iii) Uses

Points to Remember

- i) It should avoid circularity and must not be too wide or too narrow.
- ii) It must be applicable to everything to which the defined term applies, and to nothing else (i.e. not include any things to which the defined term would not truly apply)
- iii) The definition must not be obscure, as the purpose of a definition is to explain the meaning of a term which may be obscure or difficult.
- iv) A good definition should be specific. To define something, we need to start with what kind of object it is; then move on to say about its purpose or function. For example,
 - Photocopier is a machine which copies documents onto paper by photographing them.
 - Engineer is a person who uses scientific knowledge to design, construct and maintain engines

Word	Be	Type	Pronoun	Function
Life Guard	is	an alarm system	which	can find an MOB
Music World	is	a website	that	downloads dance music
Inventors	are	people	who	create new devices

- *which* is used with things
- *who* is used with people
- *that* can replace *which* or *who*

4.8.1.1 Fill in the blanks with the most suitable 'type' nouns in the box. Combine each pair of sentences in 3 into a single sentence in the form of a definition. Use *which*, *who* or *that*.

Eg. A solar panel is a **device** *which* converts sunlight into electricity.

1. A solar panel is a/an ----- . It converts sunlight into electricity.
2. The hovercraft is a/an ----- . It carries people over land and sea.

3. A lab assistant is a/an ----- . He maintains the equipment in the laboratory.
4. A torque wrench is a/an ----- . It tightens nuts and bolts.
5. GPS is a satellite ----- . It gives the location of objects on the ground.
6. An ammeter is a/an ----- . It measures electric current.\

4.8.1.2. Match the following and make definitions

E.g. An MP3 player is a *device* which download and play music from a computer

1.	An MP3 player	instrument	loosen and tighten nuts on wheels
2.	fiberglass	system	repair underwater pipes and machines
3.	Artificial respiration	tool	powered by electricity from solar panel
4.	GPS	technician	download and play music from a computer
5.	A sub-sea mechanic	vehicle	use satellites to locate your position
6.	A solar-powered car	procedure	calculate diver's depth in the water
7.	A wheel wrench	device	used for making hulls of boats
8.	A depth gauge	material	helps a casualty to breathe

COMPOUND NOUN

4.9.1. A compound noun is a noun that is made up of two or more words. Most compound nouns in English are formed by nouns modified by other nouns or adjectives.

4.9.2. *For example:*

The words ***tooth*** and ***paste*** are each nouns in their own right, but if you join them together they form a new word - ***toothpaste***.

The word ***black*** is an adjective and ***board*** is a noun, but if you join them together they form a new word - ***blackboard***.

In both these example the first word modifies or describes the second word, telling us what kind of object or person it is, or what its purpose is. And the second part identifies the object or person in question.

➤ *Compound nouns can also be formed using the following combinations of words:*

Noun	+	noun	bus stop
			fire-fly
			football
Adjective	+	noun	full moon
			blackboard
			software
verb(-ing)	+	noun	breakfast
			washing machine
			swimming pool
Noun	+	verb(-ing)	sunrise
			haircut
			train-spotting
Verb	+	preposition	check-out
Noun	+	prepositional phrase	mother-in-law
Preposition	+	noun	underworld
Noun	+	adjective	truckful

The two parts may be written in a number of ways:-

1. Sometimes the two words are joined together.

Example: *tooth* + *paste* = *toothpaste* / *bed* + *room* = *bedroom*

2. Sometimes they are joined using a hyphen.

Example: *check-in*

3. Sometimes they appear as two separate words.

Example: *full moon*

4.9.3. How to Expand the Compound Nouns

Make the last word as the first word and then expand it. Use appropriate prepositions for expanding or use appropriate verb to expand the compound noun.

Options: If the last word is singular, start with 'a/an'. If the last word is plural, start with 'the'.

Sl. No.	Compound Noun	Expansion
1.	Animal Behavior	The behavior of an animal
2.	Aluminum Extraction	The extraction of aluminum
3.	Boat House	Boat used as a house
4.	Cable television	Television signals transmitted through cables
5.	Calculator memory	Memory of a calculator
6.	Carbon dioxide	dioxide of carbon
7.	Concrete Structure:	Structure made of concrete

Sl. No.	Compound Noun	Expansion
8.	Control Centre	Centre from where control is exerted
9.	Copper wire	Wire made of copper
10.	Diesel Engine	An engine that runs on diesel
11.	Dish Antenna	Antenna in the shape of a dish
12.	Food source	The source of food
13.	Disk drive	Drive of a disk
14.	Friction losses	Losses caused by friction
15.	Gear Mechanism:	Mechanism for operating the gear
16.	Generator Power output	Output of power from the generator
17.	Grease gun	Gun used for injecting grease
18.	Heat treatment	Transmit with or by heat
19.	Hot water	Water that is hot in condition
20.	Inflation rate	The rate of inflation
21.	Cooling Tower	Tower for the purpose of Cooling
22.	Battery Car	A Car that runs on battery
23.	Battery Valve	Valve of a battery
24.	Coal gas	Gas obtained from coal
25.	Computer diagnosis	Diagnosis made by computer
26.	Mass Production	Production in Mass
27.	Data Input	Input of Data
28.	Flood Damage	Damage caused by flood
29.	Air supply	Supply of air
30.	Information Centre	Centre for giving information

4.9.3.1. Task

Expand these phrases by adding information:

1. a gas flow meter : *a meter which measures/ for measuring the flow of gas.*
2. an engine speed dial :
3. a tyre pressure gauge :
4. a bass volume indicator :
5. an air pressure sensor :
6. a fuel intake port :

4.10. CAUSATIVE VERBS

4.10.1. *Causative verbs* express an action which is caused to happen. In other words, when I have something done for me I cause it to happen. In other words, I do not actually do anything, but ask someone else to do it for me. This is the

sense of causative verbs. Causative verbs in English: *Make*, *Let*, *Have* and *Get*.

Causative # 1– HAVE/GET SOMETHING DONE

This means that someone does something for you because you pay or ask them to do it, but you don't say who this person is.

Examples

HAVE / GET	SOMETHING	DONE
He had / got	his hair	cut
She didn't have / get	her teeth	checked.
I had / got	the leak in the roof	fixed
Did you have / get	the TV	repaired?

Causative # 2– HAVE SOMEONE DO SOMETHING

This means that someone does something for you because you pay or ask them to do it, but you also say who this person is.

Examples

HAVE	SOMEONE	DO SOMETHING
The teacher had	the students	write a test.
I'll have	my assistant	call you with the details.
I had	the handyman	fix the leak.
Did you have	the electrician	repair the TV

Causative # 3– GET SOMEONE TO DO SOMETHING

This means someone does something for you because you persuade (= encourage, tell them that you'd like them to do something) them to do it. So this construction feels less neutral than the previous ones.

Examples

GET	SOMEONE	TO DO SOMETHING
I (finally) got	my kids	to go to bed.
I can never get	my wife	to cook dinner
Can you ever get	your sisters	to stop fighting?
Kevin got	his brothers	to take him on an adventure

Causative # 4 – MAKE SOMEONE DO SOMETHING

This means that you force someone/something to do something for you.

Examples

MAKE	SOMEONE/SOMETHING	DO SOMETHING
You make	your hips	sway.
Don't make	her (Sarah)	cry.
The teacher made	him (Peter)	work hard.
Why do you make	them (your parents)	worry so much about you?

Causative # 5 – LET SOMEONE/SOMETHING DO SOMETHING

This means that you allow (= let, give permission to do something) someone to do something or you allow something to happen.

Examples

LET	SOMEONE/SOMETHING	DO SOMETHING
She let	the kids	stay up past midnight
I let	the chicken	burn in the oven
Why did he let	this	happen?
Let	me	go!

4.10.1.1. Exercise

Have / Get Something Done

Change these examples into the structure:

'have + object+ past participle' or 'get + object + past participle'

For example:

I cleaned my kitchen(have)→ I had my kitchen cleaned.

1.	I washed my car. (have)	
2.	I cut my hair. (get)	
3.	I typed the documents. (have)	
4.	I fixed my washing machine. (get)	
5.	I edited the article. (have)	
6.	I printed the photo. (have)	
7.	I delivered the furniture. (have)	
8.	I wrote the report. (have)	
9.	I sent the money. (have)	
10.	I cleaned the carpets. (get)	

4.11. DOUBLE NEGATIVES

Double negatives are two negative words used in the same sentence. Using two negatives turns the thought or sentence into a positive one. Most negative words are adjectives or adverbs. Only one negative word is needed to give a sentence a negative meaning. Putting in more than one is as sentence error called a double negative.

NEGATIVE WORDS
never/ nobody/ no one / not/ nowhere/ no/none/ nor/ nothing/ /neither /hardly/ scarcely/ rarely/ n't

- ***To correct a double negative, remove one of the negative words or change one to a positive.***

CORRECTING DOUBLE NEGATIVES	
Double Negative	Corrected Sentence
We can't let nobody know about it	We can't let anybody know about it/ We can let nobody know about it
I can't find the dog nowhere	I can't find the dog anywhere/ I can find the cat nowhere

a. Double Negative Examples

1. That won't do you no good.
2. I ain't got no time for supper.
3. Nobody with any sense isn't going.
4. I can't find my keys nowhere.
5. She never goes with nobody.
6. John says he has not seen neither Alice nor Susan all day.
7. You can't see no one in this crowd.
8. There aren't no presents left to open.
9. The secret cave did not have none of the treasures they wanted.
10. All the witnesses claimed that didn't see nothing.
11. The pilot can't find no place to land.

b. Double Negatives Using Prefixes

Sometimes a negative can be formed by attaching the prefixes *ir-*, *in-*, *non-* and *un-*. Here are some examples:

- The evidence is certainly not irrefutable.
- This gem is not uncommon.
- The results are not inconclusive.
- His rebuttal was clearly not nonsensical.
- The price of the car is not insignificant.
- It is not unnecessary to tell the truth all the time.
- The new disease wasn't non-infectious.
- He wasn't irresponsible about his duties.

c. Double Negatives with Negative Words

You can create a double negative by using a negative word with a word that acts like a negative. Here are some examples:

- Barely - I can't barely see where I am going in this fog.

- Barely - She did not barely understand the instructions.
- Hardly - I hardly have no money.
- Hardly - It wasn't hardly midnight when we saw the meteor shower.
- Rarely - He is not rarely a visitor at the park.
- Scarcely - The news of the company's bankruptcy made scarcely no impact.
- Scarcely - The Southeast had scarcely no rain last year.
- Seldom - We don't watch movies seldom.

4.II.1. Task

I. Each of these sentences contains a double negative. Rewrite each sentence so that it makes sense and only contains one negative.

- George *doesn't* listen to *no-one*.
Ans: George doesn't listen to anyone.
- They'll *never* make *no* money when they go into business.
Ans: _____
- Khadija *hasn't* met *nobody* who can spell her name properly.
Ans: _____
- That attitude *won't* get you *nowhere*
Ans: _____
- It *isn't* *no* big deal that I've lost my job.
Ans: _____
- Make sure you *don't* get into *no* trouble
Ans: _____
- I *can't* wait *no* longer
Ans: _____
- She *can't* make friends with *nobody*.
Ans: _____
- Why *doesn't* *nobody* help me?
Ans: _____
- We *couldn't* *hardly* wait
Ans: _____

II. Write a sentence of your own correctly using each negative word given:

- [nowhere] _____

2. [but] _____
3. [shouldn't] _____
4. [hardly] _____
5. [never] _____

4.12. REPORTED SPEECH

4.12.1 *Direct speech* is a report of the exact words used by a speaker or writer. It is also called as reporting speech. It is usually placed in between quotation marks and accompanied by a reporting verbs, phrases and other punctuation marks.

Indirect speech is a statement/comment of a third person, who has not involved in the conversation. It is also called as reported speech. It omits quotation marks and other punctuation marks but includes conjunctions required.

4.12.2 *Changes during conversion from direct to indirect speech* *Tense Change*

S.No	Direct Speech	Indirect Speech
1.	Simple present e.g. write/ writes	Simple past e.g. wrote
2.	Present Continuous e.g. is/are writing	Past Continuous e.g. was/were writing
3.	Present Perfect e.g. has/have written	Past Perfect e.g. had written
4.	Present Perfect Continuous e.g. has/have been writing	Past Perfect Continuous e.g. had been writing
5.	Past Tense e.g. wrote	Past Perfect e.g. had written
6.	Past Continuous e.g. was/were writing	Past Perfect Continuous e.g. had been writing
7.	Past Perfect e.g. had written	No Change e.g. had written
8.	Will/shall/can/may/must	Would/should/could/might/must

Time Change

Direct Speech	Indirect Speech
this	that
these	those
now	then
ago	before/earlier
today	yesterday/ that day
tonight	that night
tomorrow	the next day/ the following day
this week	that week/last week
last year	the day before/ the previous year
next month	the month after/the following month
an hour ago	an hour before/an hour earlier

Changes in Pronouns

Direct Speech	Indirect Speech
I	He/she
my	his/her
myself	himself/herself
me	him/her
we	they
mine	his/hers
us	them
our	their
ourselves	themselves

Changes in Verbs

Direct Speech	Indirect Speech
am	was
is	was
are	were
has/have	had
do/does	did
go	went

4.12.3. Kinds of Sentences that can be converted into Indirect Speech.

1. Statement

The statement is a sentence which does not need an answer from the listener. It is up to the receiver / listener whether to reply or not.

Direct Speech: "I have to talk to you about something," said David.

Indirect Speech: David said that he had to talk to me about something.

2. Interrogatives

a) Verbal Questions/ Yes Or No Questions

Questions that start with verbs such as am, is, was, are, were, has, have, had, do, did, does, will, would, shall, should, can, could, may, might etc.

Conjunction if/whether is used as a connective.

Direct Speech: Kathy said to Judy "Have you bought your ticket?"

Indirect Speech: Kathy asked Judy if/whether Judy has bought her ticket.

b) Nonverbal Questions/ WH Questions

Questions that start with "WH" such as what, when, where, why, who, whom, whose, how, how long, how much etc.

No conjunction is used for nonverbal questions.

Direct Speech: I said to Helen "Where did you have lunch?"

Indirect Speech: I asked Helen where she had lunch.

3. Imperatives

a) Commands/ Orders

Sentences that express a sense of command or order.

Direct Speech: The teacher shouted at the students, "Wait outside".

Indirect Speech: The teacher ordered the students to wait outside.

b) Requests

Sentences that express a sense of request.

Direct Speech: We asked the strangers, "Please help us to search this address"

Indirect Speech: We requested the strangers to help us to search that address.

c) *Negatives*

Sentences that express negative ideas.

Don't is converted into "not to"

Direct Speech: Don't worry about the exams" my mother said.

Indirect Speech: My mother comforted me not to worry about the exams.

4.12.3.1. Exercises

Change the following direct speech into reported speech

1. 'That's correct. The new ring road will be built through the wood.'

Ans: The government official confirmed that the new ring road would be built through the wood.

2. 'Don't worry. I'll repair the back door this weekend.'

Ans: Colin _____

3. 'Alright, it's true. It was me who scratched the car.'

Ans: Karen _____

4. 'You must come to Dave's party with me on Saturday.'

Ans: Hilary _____

5. 'If you don't give me \$5000, I'm going to tell the police all about it.'

Ans: Maurice _____

6. 'Oh, I'm the best tennis player at the college.'

Ans: Jemima _____

7. 'Would you mind repeating the question, Dr. Mc Bianchi?'

Ans: Dr. Jackson _____

8. 'The service in this restaurant is incredibly slow.'

Ans: George _____

9. "Honest to God, I've never seen this money before in my life" said Mr. Penfold.

Ans: Mr. Penfold _____

10. 'I think it might be better to wait until the manager gets here.'

Ans: The shop assistant _____

4.13. QUESTION TAGS

4.13.1. *What is a Tag question?*

A tag question comes when someone finishes their sentence with a short question and speaker wants to know the view of listener about their sentence. Basically a tag question is one where a statement is made, but the speaker wants a response from the listener to make sure their information is correct or to seek argument. A 'Tag Question' or 'Question Tag' always added at the end of a sentence.

4.13.2. *Form*

auxiliary verb + subject

1. We use the same auxiliary verb in the tag as in the main sentence. If there is no auxiliary verb in the main sentence, we use *do* in the tag.
 - You live in Spain, **don't you?**
2. If the auxiliary verb in the sentence is affirmative, the tag is negative.
 - You're Spanish, **aren't you?**
3. If the auxiliary verb in the sentence is negative, the tag is affirmative.
 - You're **not** Spanish, **are you?**

4.13.3. *Meaning*

1. We use tag questions to confirm or check information or ask for agreement.
 - You want to come with me, **don't you?**
 - You can swim, **can't you?**
 - You don't know where the boss is, **do you?**

- This meal is horrible, **isn't it?**
- That film was fantastic, **wasn't it?**
- 2. We use tag questions to check whether something is true.
 - The meeting's tomorrow at 9am, **isn't it?**
 - You won't go without me, **will you?**

4.13.4. Rules

1. In the present form of *be*: if the subject is "I", the auxiliary changes to *are* or *aren't* in the tag question.
 - I'm sitting next to you, **aren't I?**
 - I'm a little red, **aren't I?**
2. With *let's*, the tag question is *shall we?*
 - Let's go to the beach, **shall we?**
 - Let's have a coffee, **shall we?**
3. With an imperative, the tag question is *will you?*
 - Close the window, **will you?**
 - Hold this, **will you?**
4. We use an affirmative tag question after a sentence containing a negative word such as *never*, *hardly*, *nobody*.
 - Nobody lives in this house, **do they?**
 - You've never liked me, **have you?**
5. When the subject is *nothing*, we use "it" in the tag question.
 - Nothing bad happened, **did it?**
 - Nothing ever happens, **does it?**
6. If the subject is *nobody*, *somebody*, *everybody*, *no one*, *someone* or *everyone*, we use "they" in the tag question.
 - Nobody asked for me, **did they?**
 - Nobody lives here, **do they?**
7. If the main verb in the sentence is *have* (not an auxiliary verb), it is more common to use *do* in the tag question.
 - You have a Ferrari, **don't you?**

- She had a great time, **didn't she?**
8. With *used to*, we use “didn't” in the tag question.
- You used to work here, **didn't you?**
 - He used to have long hair, **didn't he?**
9. We can use affirmative tag questions after affirmative sentences to express a reaction such as surprise or interest.
- You're moving to Brazil, **are you?**

I. Affirmative statement	Negative tag
He is excellent at languages,	isn't he?
You were late,	weren't you?
They are working on a new project,	aren't they?
She writes good poems,	doesn't she?
We have worked hard to earn this money,	haven't we?
He called her,	didn't he?
You should see a doctor,	shouldn't you?
He can drive,	can't he?
You will help us,	won't you?
II. Negative statement	Affirmative tag
He isn't an athlete,	is he?
They weren't early,	were they?
You aren't writing a new book,	are you?
She doesn't work in a hospital,	does she?
He hasn't found the solution,	has he?
You didn't visit the museum,	did you?
We shouldn't sleep late,	should we?
You won't tell her,	will you?
III. Imperative	Tag
keep quiet	won't you ?
	Can't you?

4.13.4. Exercise

Match the beginnings of the sentences to the correct endings.

S.No	Statement	Question Tags
1.	as looking forward to that film, but it was a load of rubbish,	a. isn't it?
2.	talked and talked about the same topic for hours,	b. have they?
3.	That's my coat,	c. doesn't she?
4.	You don't know the answer,	d. didn't he?
5.	They haven't been married very long,	e. does he?
6.	You won't be home till after midnight,	f. had we
7.	Peter doesn't like chocolates,	g. do you?
8.	We hadn't been there very long,	h. wasn't it?
9.	She lives in Paris,	i. can you?
10.	You can't swim,	j. will you?

II. Complete the sentences with a suitable question tag.

1. Oh no! They're vegetarians, _____? And I've made a chickencasserole!
2. Your sister couldn't give me a lift, _____? My car won't start.
3. The flight from Paris arrives at ten o'clock, _____?
4. Let's go out tonight, _____?
5. You will remember to get some petrol before you set off, _____?
6. There weren't any mistakes in my essay, _____?
7. Don't forget to turn off the computer before you leave, _____?
8. Everybody enjoyed Tom's party, _____?
9. I really messed up, _____?
10. The jury has taken its decision, _____?

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SCHOOL OF SCIENCE AND HUMANITIES

DEPARTMENT OF ENGLISH

UNIT – V - TECHNICAL ENGLISH – SHSA1101

UNIT V

LANGUAGE AT THE DISCOURSE LEVEL –CRITICAL THINKING

5.1: Listening And Summarizing

At the end of the lesson the students will be able to

- Understand Key Vocabulary
- Listen the main ideas, supporting ideas and examples
- Analyze the structure of a speech and summarize orally.
- To make an outline of the speech
- To present and review through blogging

5.1.1 Pre-Listening Activity:

Work in small groups/pair and discuss the following questions. Each group should give reasons for your answers at the end of the discussion.

1. What do you know about hacking? Do you think all the people who are involved in hacking are criminals?
2. What about organizations like WikiLeaks that use hacking to promote the freedom of information? Are they good or bad?
3. Has someone (or somebody you know) ever had personal experience of hacking? What happened? Was it resolved?

5.1.2 Activity : Match the Following:

- | | |
|------------|---|
| 1. Fraud | A. To make something known, to tell people about something. |
| 2. Malware | B. Internet Service Provider. |
| 3. Flaw | C. To start something, often a social movement, protest or |

- revolution.
- | | |
|------------------------------|---|
| 4. Vulnerability | D. Criminal deception for financial profit. |
| 5. To disclose program or | E. A way of fixing a problem in a computer system, sometimes temporarily. |
| 6. I.S.P. | F. A weakness in a system that makes it easy to attack. |
| 7. To spark disable computer | G. Software intended to damage or systems. |
| 8. Workaround | H. A problem or fault in something. |

5.1.3 Complete the questions with the vocabulary above and then discuss them with your group/partner.

- What do you think motivates some people to create harmful computer programs like and viruses?
- Do you think that digital activism, or 'hacktivism,' could _____ aseric
- Should hackers be given more freedom? Would this increase the risk of people committing _____ or identity theft?
- Do you know of any famous _____ or _____ in computer systems or other technology? How were the problems solved?
- What kind of responsibilities do _____ and other large digital communications companies have to their customers in regard to security? Is it actually the customer's responsibility?
- Do you think that it is responsible for hackers to _____ security flaws and vulnerabilities to the general public, as Kyle Lovett did? Should they not do so until there is a _____ for people to use?

5.1.4 Activity : Follow the link https://youtu.be/erCAp_Bd0AQ to watch the Ted Talk titled "Hackers: The Internet's Immune System" given by Keren Elazari an Israeli-

born cyber security analyst.

5.1.5 Useful idioms from the speech:

- **To kill the switch:** To turn something off or disable a system in an emergency.

“This took place in Egypt in January 2011, and as President Hosni Mubarak attempted a desperate move to quash the rising revolution on the streets of Cairo, he

sent his personal troops down to Egypt's Internet service providers and had them physically **kill the switch** on the country's connection to the world overnight.”

• **Big guns:** Powerful people or things.

“It was high season for low tech, which the government couldn't block, but when the Net went completely down, Telecomix brought in the **big guns**. They found European service providers that still had 20-year-old analog dial-up access infrastructure. They opened up 300 of those lines for Egyptians to use, serving slow but sweet Internet connection for Egyptians.”

5.1.6 Activity: Speech Structure

The very first step one must carry out while preparing a speech is outlining that makes your speech effective and impressive. Speech outlines generally include an introduction, body, conclusion, and transitions. A neat outline helps you to

- Organize your ideas
- Presents your material in a logical form;
- Shows the relationships among ideas in your writing;
- Constructs an ordered overview of your speech;
- Groups ideas into main points.

Instruction: Fill the following template with your group/partner identifying the structure of the Ted Talk "Hackers: The Internet's Immune System" and summarize orally in front of your class.

SPEECH OUTLINE TEMPLATE

TOPIC: _____

GENERAL PURPOSE: _____

SPECIFIC PURPOSE: _____

INTRODUCTION

1. Attention Getter: (A Rhetorical question/ A startling statistic/A

quotation/Humorous note)

2. Connect With Audience:(Telling personal experience)

3. Establish Credibility: (making you qualified/reliable to influence their opinions)

4. Thesis Statement: (short summary of the speech topic and your point of view or angle.)

BODY (3-4 main ideas are suggested for a 5- 8 minute speech)

Main Point 1:

A. Supporting point 1:(Details and examples - Visuals or props)_____

B. Supporting point 2: _____

Transition Statement: (smoothly connects Main point 1 with Main point 2)_____

Main Point 2:

A. Supporting point 1: _____

B. Supporting point 2: _____

Transition Statement: _____

Main Point 3:

A. Supporting point 1: _____

B. Supporting point 2: _____

Transition to Conclusion/ signal the wrap up_____

CONCLUSION

1. Summary of main points: _____
2. Restate Thesis statement: _____
3. Concluding Remark: _____

5.1.7 LAB: Follow Up Activity:

- Prepare a 5 minutes speech using the above given template on a topic of your own interest related to recent advancements in technology.
- Video record and Post in your class blog.
- Reflect on your classmates' talks by posting your opinions in the class blog.

5.2: Giving Impromptu Talks, Speech Writing

At the end of the lesson the students will be able to

- Understand the technique of impromptu speech
- Organize information for presentation
- Write a speech
- Present a speech
- Do peer evaluation

5.2.1 Impromptu Talks

An Impromptu speech is a talk that you give on the spot with no preparation. The speech could be as professional as a project update or as casual as a toast at a wedding.

Discussion Questions.

As a group discuss the following questions

1. Do you know someone who speaks for a living? e.g., radio announcers, talk show hosts, teachers, politicians, news reporters, actors, comedians, etc. What is the best thing that you like about that person?

Across Clues	Down Clues
2. Equal weight, shoulders back, chin up, arms at side, feet shoulders width apart 4. Change in volume, rate, pitch 6. Synonym for composure	1. Speak so all can hear 3. High energy 5. How fast we speak 6. Musical wavelike note our voice produces

5.2.3 : Choose Your Topic And Write Your Speech

1. Hacking means and ends
2. Role of government in internet governance
3. Mobile phones have reduced human interaction
4. Space exploration advances the human race
5. Translation technology will replace the need to learn a language
6. Colonizing Mars is necessary to ensure human survival

Every individual in a group must choose one topic and prepare an impromptu speech asking your friends' ideas and opinions along with your knowledge about the topic. Use the following outline:

INTRO: _____

THESIS STATEMENT:(identify your position towards topic: yes or no)_____

MAIN POINTS

1. Problem/Advantage/Good (with supporting details)_____

2. _____ Solution/disadvantage/Bad(with _____ supporting details)_____

SUMMARY_____

CONCLUSION_____

5.2.4 : Delivery of prepared Impromptu Speech

After preparing the speech using the above outline, the students are allowed to rehearse for few minutes (only for classroom practice, not applicable in real-time impromptu speech) and deliver in front of the class. The students are asked to go through the rubrics given below to make sure that your speech encompass everything that is needed.

5.2.5 : Evaluation Rubrics:

Peer evaluation can be done in the class for the speeches made using the following rubrics.

Speaking and Writing Skills	3 Points	2 Points	1 Point	0 Points	Rating 0-3 .
<u>Introduction</u> Question, Story, Quotation, Creative Method	Creative opening that catches the attention by developing the method chosen.	Used adequate method but not very thought-provoking	Short attention step.	No attention step.	
Thesis Statement identifying the position (for or against) and quick brief of main points.	Main points clearly support the thesis statement	Main points unclear, awkward wording	Main points do not support thesis statement	No thesis statement	
Main Point 1 and Details (Fact, Example, Story, Statistic, Quotation, Definition)	Superior development of main point with a variety of details.	Support of main point but limited details, mostly facts and examples.	Few supporting details, Some do not support the main point.	No main point	
Main Point 2 and	Superior development of	Support of main point but limited	Few supporting details, some	No main	

Speaking and Writing Skills	3 Points	2 Points	1 Point	0 Points	Rating 0-3 .
Details	main point with a variety of details.	details, mostly facts and examples	do not support the main point.	point	
Transition Sentence	Appropriate transition sentence used.	Average transition sentence used.	Could have been better.	No transition sentence.	
Summary	Thesis statement restated	Thesis Statement restated but abruptly occurred in the speech	Part of thesis statement missing, fragment	No thesis statement	
Conclusion Linked to Opening Attention Step	Round-off masterfully links to the attention step and emotionally connects the audience..	Round-off links to the attention step but no emotional reaction	Short, no link, no emotional reaction	Missing round-off.	
Poise and Posture:	Shoulders back, chin up, equal weight, appears confident, composed.	Shoulders back, chin up, sometimes leans, sometimes confidence falters, uneasy at times.	Leaning, looking down at notes most of the time, does not care, laughter.	Poor attitude	
Sustained Eye Contact:	Focuses directly at the judge, uses notes but does not frequently.	Looks at judge, uses quick glimpses, sometimes talks to notes instead of judge.	Seldom looks judge, looking notes every time.	No eye contact	
Vocal Variety (Projection, Rate, Pitch),	Projected, confident voice, pitch variety, rate	Projection sometimes fades, pitch not as	Difficult to hear, sounds monotone at	Very little vocal variety	

Speaking and Writing Skills	3 Points	2 Points	1 Point	0 Points	Rating 0-3 .
Enthusiasm:	is easy to understand, high energy, engaging facial expressions.	varied, sometimes rate becomes too fast to understand, some facial expressions, some energy.	times, few facial expressions, speech delivered too fast, sounds tired.	No enthu	
Timing	4:00-5:00	3:00-3:59	1:30-2:59	1:00 minute or under	
Total Points (33 points)					

5.3: Reading For Global Understanding:

At the end of the lesson the students will be able to

- Read the main ideas
- Read the supporting details
- Summarize the ideas by consolidating the important and supporting details

5.3.1 Summarizing:

Summarizing a Paragraph

A summary is a short retelling of a longer written passage, containing the author's most important ideas. Summarizing helps improve both your reading and writing skills. To summarize, you must read a passage closely, finding the main ideas and supporting ideas. Then you must briefly write down those ideas in a few sentences or a paragraph. It is important to understand the difference between a summary and a paraphrase. A paraphrase is simply a rewriting of a passage in your own words. A summary, on the other hand, contains only the main idea and the supporting ideas of a passage. A summary will be much shorter than a paraphrase.

How to Summarize a Paragraph?

1. Preview and read. Preview and read the paragraph closely. You probably will find that you need to read the paragraph more than one time.
2. Make a list or outline. Determine the main idea and the supporting details of the paragraph. Make a list or outline of these ideas. Be sure to use your own words.
3. Write a summary. Using your list, write a summary of the paragraph. State the main ideas, followed by important ideas. Limit your summary to just one or two sentences.
4. Read aloud and correct. Read the summary aloud, correcting any mistakes.

Example of a Summary:

Original:

“The Northern Lights”

There are times when the night sky glows with bands of color. The bands may begin as cloud shapes and then spread into a great arc across the entire sky. They may fall in folds like a curtain drawn across the heavens. The lights usually grow brighter, then suddenly dim. During this time the sky glows with pale yellow, pink, green, violet, blue, and red. These lights are called the Aurora Borealis. Some people call them the Northern Lights. Scientists have been watching them for hundreds of years. They are not quite sure what causes them. In ancient times people were afraid of the Lights. They imagined that they saw fiery dragons in the sky. Some even concluded that the heavens were on fire.

Summary

The Aurora Borealis, or Northern Lights, are bands of color in the night sky. Ancient people thought that these lights were dragon on fire, and even modern scientists are not sure what they are.

5.3.1.1 Read the following passage on “The Scientific Method in the Lab” to summarize.

The very first step in the scientific method is to state the problem. Once you have done this you can do some research and then form a good hypothesis. Then we test this by doing an experiment. We then analyze all of our data and finally form a conclusion. There are a lot of safety rules that we must follow in the science lab as well. One piece of equipment we will use most often is goggles. If you spill harsh chemicals on your skin you should run it under water for at least 15 minutes. When smelling chemicals, never take a big sniff, always waft. Never ever start a fire when the teacher is not in the room. We have recently studied some general properties of matter. Area is the amount of surface covered by an object. On the other hand, volume is the amount of space occupied by an object; and the mass per unit of volume is known as density. The amount of matter in an object is called mass. When doing a lab report two magic words must be included in the hypothesis. Those two magic words are If then. The materials should be written as a list. Charts and graphs will be found in the data section of the lab report. Metric prefixes are a big part of measurement in science. The prefix kilo means 1000. The prefix milli is way on the other side of the chart and means .001. The prefix Deca means 10. The prefix Hecto means 100.

5.3.2 Reading Speeches

5.3.2.1 Reading 1#

5.3.2.1.1 Pre Reading: INCREDIBLE INDIA!!!

Pair Work: Ask your partner to pick up a favorite state of his choice apart from his own state +and ask him about the following aspects:

<ul style="list-style-type: none"> • Name of the State • Population • Language • Climate • Major landforms(rivers, mountains, deserts etc.,) • Food 	<ul style="list-style-type: none"> • Traditional costume • Dance • Festivals • Major tourist attraction • Main occupation of people • Specialty of the state • Why is it your favorite state?
---	--

5.3.2.1.2 Unity Of Minds by A.P.J.Abdul Kalam

Following is the full text of the President's address to the nation on the eve of Independence Day.

My dear citizens of India,

On the eve of the 55th anniversary of our Independence, I have great pleasure in offering you my best wishes for your well-being and happiness. My salutations to all of you both in India and abroad.

1. Why do you think Abdul Kalam offers salutations to Indians everywhere?
2. When do we normally offer salutations and good wishes to everyone?

May I extend a special word of gratitude to the men of our defence who guard our frontiers on the land, on the sea and in the air and paramilitary forces. May I also convey my special appreciation to our farmers who toil on the fields, technicians who keep the wheels of our industry moving, teachers who create knowledge products to the society and doctors, engineers, scientists, technologists and other professionals and administrators who are the prime movers of national development. May I wish the youth of India whose purposeful hard work with sweat will be a major transforming force for prosperous India.

3. Abdul Kalam thanks people in the armed forces because_____
4. He appreciates the farmers because_____
5. According to Abdul Kalam, technicians have contributed to our lives by _____
6. The other people who work for development of India are_____
7. Do you agree with the specific professions he has chosen to mention> Explain why are why not. Are there any that you feel needed to be mentioned?
8. Does the sequence in which he mentions the professions have any significance? Do you agree with this?

I met some of the freedom fighters a few days ago at the Rashtrapati Bhavan. **Each and every one** of them was the live force for our freedom movement. On this day, I salute all **men and women** of India who fought for our freedom and sacrificed their lives to achieve our Independence. Seeding a great vision and an indomitable spirit to achieve India's freedom took place around 1857. For 90 years, there were a number of intensive struggles for freedom. Many of our people and leaders were in jail and their sufferings got transformed into freedom movement, with national ethos under the leadership of Mahatma Gandhi. I have tried to capture the essence of the freedom movement. Two aspects have come out: as a result of supreme sacrifices and dedicated and focused efforts, we got our Independence. The second aspect is that the vision driven movement itself created many leaders in different spheres of politics, economics, industry, science, arts and culture.

9. Dr.Kalam sautes another group of Indians who contributed to our independence. Who are they and what way have they contributed?
10. What do you think Dr.Kalam refers to by 'vision-driven' movement in different spheres of life? Can you think of a few examples?

After Independence, India has made significant achievements in agriculture and food production, energy, healthcare, education and various fields of science and technology. Particularly we have made our mark in the international arena in the fields of pharmaceuticals, information technology, mass media and communication, space, defence and nuclear science.

Similar to the first vision, which created a movement to achieve freedom with unity of minds of our people and the unity of purpose in actions, we need a second vision, which will integrate people from all walks of our society towards a common purpose. The second vision of our nation is to transform it from the present developing status

to a developed nation by integrated actions simultaneously in the areas of agriculture and food processing, education and healthcare, infrastructure development including power, information and communication technologies, and critical technologies. This greater vision will aim to alleviate poverty, illiteracy and unemployment. When the minds of the people of our country are unified and fused towards this vision, the dormant potential will manifest as a mammoth power leading to a happy and prosperous life of a billion people. This vision of the nation will also remove the conflicts arising out of differences and small thinking.

11. Why does he think that integrating people from various fields of life is necessary?
12. How will this unification help change our people?

Dear citizens, I would like to reiterate that Jammu and Kashmir is an integral part of India. It is not an international issue. India is ready for bilateral dialogue once the cross border terrorism is brought to a complete end. Normal election process is on in Jammu and Kashmir. It is essential to ensure its successful completion and dawn of peace in Jammu and Kashmir.

We also have many challenges in front of us. We have to find a solution to the repeated droughts and floods; we have to eradicate communal and other divisive clashes sprouting in certain parts and remove the pains of our people whether it is in Jammu and Kashmir or in any other part of our country; we also have to find a permanent solution to combat terrorism.

Let us now look at a long-term problem. It is paradoxical to see floods in one part of our country while some other parts face drought. This drought - flood phenomenon is a recurring feature. The need of the hour is to have a water mission which will enable availability of water to the fields, villages, towns and industries throughout the year,

even while maintaining environmental purity. One major part of the water mission would be networking of our rivers. Technological and project management capabilities of our country can rise to the occasion and make this river networking a reality with long term planning and proper investment. In addition, the vast sea around us can help by providing potable water through desalination as a cost effective technology. There are of course short term techniques such as water harvesting by revitalizing rural ponds, water recycling to water conservation. Such programmes should have a large scale people participation even at the conceptual and project planning stages. The entire programme should revolve around economic viability leading to continued prosperity for our people with larger employment potential, environmental sustainability, grass root level motivation and benefit sharing.

13. What is the paradox in India that Dr.Kalam refers to?
14. We can tackle this problem by?
15. Short term solutions to this problem are?

I would now like to share with you friends, another crucial requirement and necessity for our country. We cannot sustain a second vision for the country without Unity of Minds of all our people. Our great strength is our pluralistic tradition and civilisational heritage of nearly 3000 years. I have always been asking myself what the strength of our heritage is. A unique fusion has taken place with multiple cultures, religions and the way of life of many parts of the world and that has become the foundation of the Indian life. One can trace from 1857 to date, the type of good experiences we have had and also the strife resulting out of the differences in thoughts.

16. What are the greatest strengths of Indian heritage and tradition?
17. How should one work towards the unity of minds in view of this heritage and tradition.

I have just now returned from Gujarat after interactions with various cross sections of people, leaders, officials and rehabilitation workers in the areas affected by recent disturbances and earthquake. I also visited the Sabarmati Ashram which

was established by Mahatma Gandhi for the purpose of our countrymen to carry on the search for truth and develop fearlessness. I sat in silence for a while in the Ashram and remembered the life of Gandhiji. One dominant thought came to my mind. If we can go above our own personal hardships and see the problems of others and decide to work for a larger cause, then there is natural elevation of our minds. When we are lax in this, then our level of thinking goes down. I felt confident that all of us can be elevated to the level of noble minds, if we just decide to understand others and to practice tolerance. I realized that Gujarat has given the noble leader - Mahatma Gandhi, unifier of the nation - Vallabhbhai Patel and the great visionary in science and technology - Vikram Sarabhai and many more. Time has come for every one of us to put the thoughts of these great souls into action for nation's welfare.

18. For the elevation of minds we should learn to_____
--

Non-violence, tolerance, acceptance of all religions and different ways of life, search for truth and fearlessness are the values the Mahatma taught us and they are the cornerstones of our civilisational heritage and, therefore, of Indian polity. Any act by anyone anywhere in India that runs counter to these eternal values would pose a threat to the fabric of free Indian nation which was born and nurtured by the supreme sacrifices of countless noble souls. We should all work together to achieve the mission for Unity of Minds to preserve what we so preciously earned and reach greater heights in the future.

When I interact with school children and youth, wherever I go, one question comes often. They ask me "who are our role models?" Parents and teachers have to show them by example to live as enlightened citizens. Children also look for role models at national level in different fields. I have described earlier the role models from Gujarat. Each state of our country has many such examples of the past. It is now time we create more role models from the present. I suggest that members of our Parliament and Legislatures can shape the future of our children by becoming good

role models. Parliament and Legislatures have a crucial role in giving the vision of developed India and value based polity. Our children should see the members of the Parliament debating the vision of developed India, providing action plans and putting forth great thoughts and challenges to them. Looking at the national leaders, the children will find their role models for their development and growth.

19. How do we need role models? How can this help in our growth as a country ?

20. Who else, besides the MPs and MLAs, act as the role models of our children?

I am sure, our leadership and our people can achieve the second vision of developed India. Let us take a vow on this Independence Day that the nation is more important compared to any individual, party or organisation.

I pray to the Almighty for Unity of Minds and our success in every aspect of life.

‘Jai Hind’

5.3.2.1.3 *Follow up: Identify the structure of the speech using the speech outline provided in Lesson 1.*

5.3.2.2 *Reading 2#*

5.3.2.2 1. The following table has list of business leaders and the company they head. Match the names of people with their company:

Business Leaders/ Achievers	Affiliation to Company/ Institutions
a) Azim Premji	1) Chairman of the Godrej Group
b) Mukesh Ambani	2) The chief mentor and founder of Infosys
c) Narayana Murthy	3) The Country Head and Group General Manager of the HSBC Group
d) Ratan Tata	4) Managing Director and Chairman of Reliance Industries is one of the richest men in both Asia and the world and his own wealth is in excess of 1,45,000 Crores.

Business Leaders/ Achievers	Affiliation to Company/ Institutions
e) Naina Lal Kidwai f) Joseph Samuel Gerard g) Adi Godrej	5) Chairman of Wipro Limited took control of the family business in 1966 when he was only 21 year old due to the demise of his father MH Premji. 6) Chairman of the famed Tata Group in 1991 replacing his father JRD Tata 7) an American salesman, sold 13,001 cars at a Chevrolet dealership between 1963 and 1978, entered Guinness Book of World Records as the world's greatest salesman

5.3.2.2.2: *Think/ pair / share : Word Association:*

Step 1: Activity: In a large class, each corner in the classroom is named after a leader. Students chose the corner to do the activity with the group. Teachers can shuffle the students to other corners to ensure equal distribution of groups.

Ranking qualities of a leader:

Step 2: Individual work: Given below are the traits a leader supposed to have. Students should number the qualities by giving ranking from 1 to 10 to the leader chosen by them.

- Intellectual Humility, Intellectual Courage, Intellectual Empathy, Intellectual Autonomy, focus, Intellectual Integrity, Intellectual Perseverance, Confidence in Reason, Fair-mindedness., enthusiasm, commitment, positive thinking, communication skills

(intellectual definition: relating to one's ability to **think** and understand things, especially complicated ideas, mental, cognitive ability).

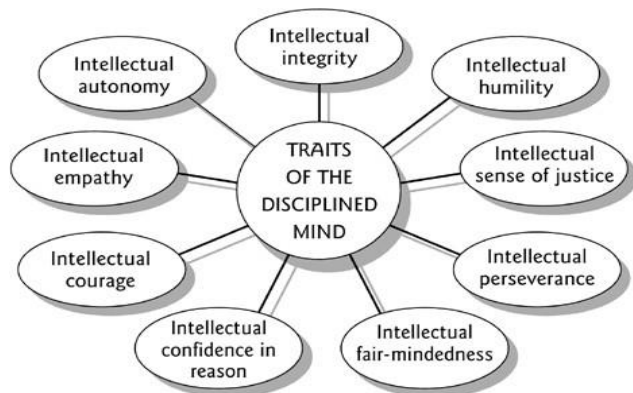
Step 3: Group work: Collect data from 20 students for the rank they gave to each quality Ten qualities of good leaders: for example how many students gave rank three to each quality

Quality	1	2	3	4	5	6	7	8	9	10
Example : quality XXX	III	I	II	I	III	III	III	I	I	I

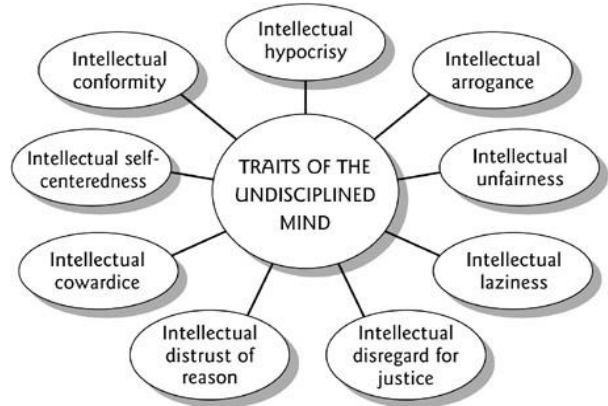
Step 4: Each quality is discussed in turn and students who gave high and low ranking can be called to explain why.

Step 5: Pair work : Fill the blanks in the following sentences with apt words from the above list:

- History shows that the most successful leaders are those who are humble and have their feet on the ground. They have intellectual h_____.



2. A leader who does not have the stomach to take risks will miss out on opportunities, so c_____in reason is important with well planned strategy and a right team to support.
3. A e_____leader is with right values, improves the company without hurting the society and environment.
4. A good leader is always with p_____ to achieve the goals.
5. A good leader should have good c_____ skills so as to reach out to every employee and the customers with fluency in language.



5.3.2.2.2 Life lessons from N R Narayana Murthy

N R Narayana Murthy, Chief mentor and Chairman of the Board, Infosys Technologies, delivered a pre-commencement lecture at the New York University (Stern School of Business) on May 9. It is a scintillating speech, Murthy speaks about the lessons he learnt from his life and career.

Dean Cooley, faculty, staff, distinguished guests, and, most importantly, the graduating class of 2007, it is a great privilege to speak at your commencement ceremonies.

I thank Dean Cooley and Prof Marti Subrahmanyam for their kind invitation. I am exhilarated to be part of such a joyous occasion. Congratulations to you, the class of 2007, on completing an important milestone in your life journey.

After some thought, I have decided to share with you some of my life lessons. I learned these lessons in the context of my early career struggles, a life lived under the influence of sometimes unplanned events which were the crucibles that tempered my character and reshaped my future.

I would like first to share some of these key life events with you, in the hope that these may help you understand my struggles and how chance events and unplanned encounters with influential persons shaped my life and career.

Later, I will share the deeper life lessons that I have learned. My sincere hope is that this sharing will help you see your own trials and tribulations for the hidden blessings they can be.

Answer the questions from your understanding of the above lines

1. The speaker mentioned some names while he started the speech, thanked several people, and greeted some from the audience . Why do you think it was done?
2. How has he structured the speech?
3. Do you think presenting an overview of the speech right in the beginning makes it listener friendly? Why?

The first event occurred when I was a graduate student in Control Theory at IIT, Kanpur, in India. At breakfast on a bright Sunday morning in 1968, I had a chance encounter with a famous computer scientist on **sabbatical** from a well-known US university.

He was discussing exciting new developments in the field of computer science with a large group of students and how such developments would alter our future. He was articulate, passionate and quite convincing. I was hooked. I went

straight from breakfast to the library, read four or five papers he had suggested, and left the library determined to study computer science.

Friends, when I look back today at that pivotal meeting, I marvel at how one role model can alter for the better the future of a young student. This experience taught me that valuable advice can sometimes come from an unexpected source, and chance events can sometimes open new doors.

The next event that left an **indelible mark** on me occurred in 1974. The location: Nis, a border town between former Yugoslavia, now Serbia, and Bulgaria. I was hitchhiking from Paris back to Mysore, India, my home town.

By the time a kind driver dropped me at Nis railway station at 9 p.m. on a Saturday night, the restaurant was closed. So was the bank the next morning, and I could not eat because I had no local money. I slept on the railway platform until 8.30 pm in the night when the Sofia Express pulled in.

The only passengers in my compartment were a girl and a boy. I struck a conversation in French with the young girl. She talked about the travails of living in an **iron curtain country**, until we were roughly interrupted by some policemen who, I later gathered, were summoned by the young man who thought we were criticising the communist government of Bulgaria.

The girl was led away; my backpack and sleeping bag were **confiscated**. I was dragged along the platform into a small 8x8 foot room with a cold stone floor and a hole in one corner by way of toilet facilities. I was held in that bitterly cold room without food or water for over 72 hours.

I had lost all hope of ever seeing the outside world again, when the door opened. I was again dragged out unceremoniously, locked up in the guard's compartment on a departing freight train and told that I would be released 20 hours

later upon reaching Istanbul. The guard's final words still ring in my ears -- "You are from a friendly country called India and that is why we are letting you go!"

The journey to Istanbul was lonely, and I was starving. This long, lonely, cold journey forced me to deeply rethink my convictions about Communism. Early on a dark Thursday morning, after being hungry for 108 hours, I was purged of any last vestiges of affinity for the Left.

I concluded that entrepreneurship, resulting in large-scale job creation, was the only viable mechanism for eradicating poverty in societies.

Deep in my heart, I always thank the Bulgarian guards for transforming me from a confused Leftist into a determined, compassionate capitalist! Inevitably, this sequence of events led to the eventual founding of **Infosys** in 1981.

What were the incidents Mr Murthy mentions and how they altered his life according to him.
--

While these first two events were rather fortuitous, the next two, both concerning the Infosys journey, were more planned and profoundly influenced my career **trajectory**.

On a chilly Saturday morning in winter 1990, five of the seven founders of Infosys met in our small office in a leafy Bangalore suburb. The decision at hand was the possible sale of Infosys for the enticing sum of \$1 million. After nine years of toil in the then business-unfriendly India, we were quite happy at the prospect of seeing at least some money.

I let my younger colleagues talk about their future plans. Discussions about the travails of our journey thus far and our future challenges went on for about four hours. I had not yet spoken a word.

Finally, it was my turn. I spoke about our journey from a small Mumbai apartment in 1981 that had been beset with many challenges, but also of how I believed we were at the darkest hour before the dawn. I then took an audacious step. If they were all bent upon selling the company, I said, I would buy out all my colleagues, though I did not have a cent in my pocket.

There was a stunned silence in the room. My colleagues wondered aloud about my foolhardiness. But I remained silent. However, after an hour of my arguments, my colleagues changed their minds to my way of thinking. I urged them that if we wanted to create a great company, we should be optimistic and confident. They have more than lived up to their promise of that day.

In the seventeen years since that day, Infosys has grown to revenues in excess of \$3.0 billion, a net income of more than \$800 million and a market capitalisation of more than \$28 billion, 28,000 times richer than the offer of \$1 million on that day.

In the process, Infosys has created more than 70,000 well-paying jobs, 2,000-plus dollar-millionaires and 20,000-plus rupee millionaires.

What was the bold decision taken by Mr Murthy? Was it an example of intellectual perseverance?
--

A final story: On a hot summer morning in 1995, a Fortune-10 corporation had sequestered all their Indian software vendors, including Infosys, in different rooms at the Taj Residency hotel in Bangalore so that the vendors could not communicate with one another. This customer's propensity for tough negotiations was well-known. Our team was very nervous.

First of all, with revenues of only around \$5 million, we were **minnows** compared to the customer.

Second, this customer contributed fully 25% of our revenues. The loss of this business would potentially devastate our recently-listed company.

Third, the customer's negotiation style was very aggressive. The customer team would go from room to room, get the best terms out of each vendor and then pit one vendor against the other. This went on for several rounds. Our various arguments why a fair price -- one that allowed us to invest in good people, R&D, infrastructure, technology and training -- was actually in their interest failed to cut any ice with the customer.

By 5 p.m. on the last day, we had to make a decision right on the spot whether to accept the customer's terms or to walk out.

All eyes were on me as I mulled over the decision. I closed my eyes, and reflected upon our journey until then. Through many a tough call, we had always thought about the long-term interests of Infosys. I communicated clearly to the customer team that we could not accept their terms, since it could well lead us to letting them down later. But I promised a smooth, professional transition to a vendor of customer's choice.

This was a turning point for Infosys.

Subsequently, we created a Risk Mitigation Council which ensured that we would never again depend too much on any one client, technology, country, application area or key employee. The crisis was a blessing in disguise. Today, Infosys has a sound de-risking strategy that has stabilised its revenues and profits.

1. What was the final story shared by Mr Murthy? How did it influenced the company?
2. What were the incidents that led to creation of Risk Mitigation Council ?
3. What do you think may be the functions and aims of that council?

I want to share with you, next, the life lessons these events have taught me.

1. I will begin with the importance of learning from experience. **It is less important, I believe, where you start. It is more important how and what you learn.** If the quality of the learning is high, the development gradient is steep, and, given time, you can find yourself in a previously unattainable place. I believe the Infosys story is living proof of this.

Learning from experience, however, can be complicated. It can be much more difficult to learn from success than from failure. If we fail, we think carefully about the precise cause. Success can indiscriminately reinforce all our prior actions.

What does Mr Murthy mean by “ Learning from experience, however, can be complicated. It can be much more difficult to learn from success than from failure”?
--

2. A second theme concerns the power of chance events. As I think across a wide variety of settings in my life, I am struck by the incredible role played by the interplay of chance events with intentional choices. While the turning points themselves are indeed often fortuitous, how we respond to them is anything but so. It is this very quality of how we respond systematically to chance events that is crucial.
3. Of course, the mindset one works with is also quite critical. As recent work by the psychologist, Carol Dweck, has shown, it matters greatly whether one believes in ability as inherent or that it can be developed. Put simply, the former view, **a fixed mindset, creates a tendency to avoid challenges, to ignore useful negative feedback and leads such people to plateau early and not achieve their full potential.**

The latter view, **a growth mindset, leads to a tendency to embrace challenges, to learn from criticism and such people reach ever higher levels of achievement** (Krakovsky, 2007: page 48).

Differentiate between fixed mindset and growth mindset. Is it the view of the speaker? What evidence he gives to support his assumption?

4. The fourth theme is a cornerstone of the Indian spiritual tradition: self-knowledge. Indeed, the highest form of knowledge, it is said, is self-knowledge. I believe this greater awareness and **knowledge of oneself** is what ultimately helps develop a more grounded belief in oneself, **courage, determination**, and, above all, humility, all qualities which enable one to wear one's success with dignity and grace.

Based on my life experiences, I can assert that it is this belief in **learning from experience, a growth mindset, the power of chance events, and self-reflection** that have helped me grow to the present.

What is self knowledge? How does it help us?

What do you think are the personal traits of Me Murthy that made in an example of a good leader?

Back in the 1960s, the odds of my being in front of you today would have been zero. Yet here I stand before you! With every successive step, the odds kept changing in my favour, and it is these life lessons that made all the difference.

My young friends, I would like to end with some words of advice. Do you believe that your future is pre-ordained, and is already set? Or, do you believe that

your future is yet to be written and that it will depend upon the sometimes fortuitous events?

Do you believe that these events can provide turning points to which you will respond with your energy and enthusiasm? Do you believe that you will learn from these events and that you will reflect on your setbacks? Do you believe that you will examine your successes with even greater care?

I hope you believe that the future will be shaped by several turning points with great learning opportunities. In fact, this is the path I have walked to much advantage.

What are the important questions raised by the speaker?

A final word: When, one day, you have made your mark on the world, remember that, in the ultimate analysis, we are all mere **temporary custodians of the wealth** we generate, whether it be financial, intellectual, or emotional. The **best use of all your wealth is to share it with those less fortunate.**

I believe that **we have all at some time eaten the fruit from trees that we did not plant.** In the fullness of time, when it is our turn to give, it behoves us in turn to plant gardens that we may never eat the fruit of, which will largely benefit generations to come. I believe this is our sacred responsibility, one that I hope you will shoulder in time.

Thank you for your patience. Go forth and embrace your future with open arms, and pursue enthusiastically your own life journey of discovery!

What is the sacred responsibility of every individual according to the speaker?
Give examples from the speech for four traits of disciplined mind given in the

image in the previous lesson.

Is Mr Murthy a leader or a boss? Does he exhibit traits of disciplined mind?
Write a short paragraph by giving examples from his speech.

5.3.2.2.3 Follow up:

Read the speeches by N R Narayana Murthy and identify the structure of the speech using the speech outline template given in Lesson 1.

5.3.2.2.4.LAB:

Through your class blog engage in a dialogue with your classmates by posting an image/speech of your favorite leader. Discuss and analyze the qualities and noble actions and ideas of your favorite leader.

5.4: Essay Writing

By the end of the lesson the students will be able to

- Understand the types of essays
- Brainstorm to write an essay
- Write introductory sentences and descriptive passages.

5.4.1 Four Major Types of Essays

Distinguishing between types of essays is simply a matter of determining the writer's goal. Does the writer want to tell about a personal experience, describe something, explain an issue, or convince the reader to accept a certain viewpoint? The four major types of essays address these purposes:

A. Narrative Essays:

In a narrative essay, the writer tells a story about a real-life experience. While telling a story may sound easy to do, the narrative essay challenges students to think and write about themselves. When writing a narrative essay, writers should try to involve the reader by making the story as vivid as possible. The fact that narrative

essays are usually written in the first person helps engage the reader. “I” sentences give readers a feeling of being part of the story. A well-crafted narrative essay will also build towards drawing a conclusion or making a personal statement.

B. Descriptive Essays:

A cousin of the narrative essay, a descriptive essay paints a picture with words. A writer might describe a person, place, object, or even memory of special significance. However, this type of essay is not description for description’s sake. The descriptive essay strives to communicate a deeper meaning through the description. In a descriptive essay, the writer should show, not tell, through the use of colorful words and sensory details. The best descriptive essays appeal to the reader’s emotions, with a result that is highly evocative.

C. Expository Essays:

The expository essay is an informative piece of writing that presents a balanced analysis of a topic. In an expository essay, the writer explains or defines a topic, using facts, statistics, and examples. Expository writing encompasses a wide range of essay variations, such as the comparison and contrast essay, the cause and effect essay, and the “how to” or process essay. Because expository essays are based on facts and not personal feelings, writers don’t reveal their emotions or write in the first person.

D. Persuasive Essays:

While like an expository essay in its presentation of facts, the goal of the persuasive essay is to influence the reader to accept the writer’s point of view or recommendation. The writer must build a case using facts and logic, as well as examples, expert opinion, and sound reasoning. The writer should present all sides of the argument, but must be able to communicate clearly and without equivocation why a certain position is correct.

5.4.2 Match the Following

- | | | |
|----------------------|---|--------------------|
| 1. Narrative essay | - | Painting a Picture |
| 2. Descriptive essay | - | Convince Me |
| 3. Expository essay | - | Telling a Story |
| 4. Persuasive essay | - | Just the Facts |

5.4.3 Pre Writing Activity:

Instructions: Choose one of the prompts below and do brainstorming following the brainstorming sample given below. It allows you to explore how ideas fit together. There are three methods to brainstorm ideas:

- Create a List
- Draw a Mind Map
- Ask and Answer Wh-questions

5.4.3.1 Prompts For Brainstorming (Choose one of the methods: List/Mind map/Questions)

1. What will it mean to human in the age of artificial intelligence?
2. What should be the priority of India in the 21st century - employment or entrepreneurship?
3. IPL - has cricket lost its essence?
4. Swachh Bharat Campaign.

After brainstorming make an outline for your essay that will allow you to decide the type of essay based on your topic. so your essay must have

- An outline
- Introduction (Thesis statement, introduction of three main ideas)
- Body (3 sets of -Topic sentence, explain with supporting details, examples/statistics/quote proof)
- Conclusion (Restate Thesis, restate three main ideas, final arguments and insight)

Brainstorming Example:

Option 1: Create a List

This method is simple and effective. All you need to do is to create a list of words and short sentences related to the essay topic chosen.

Essay Topic: The Advantages and Disadvantages of the Internet

Email is cheaper

Pornographic

Explicit content

Skype – free online call

Internet messenger like ICQ, MSN messenger, Yahoo Messenger

Virus

Hacker

Internet Hacking

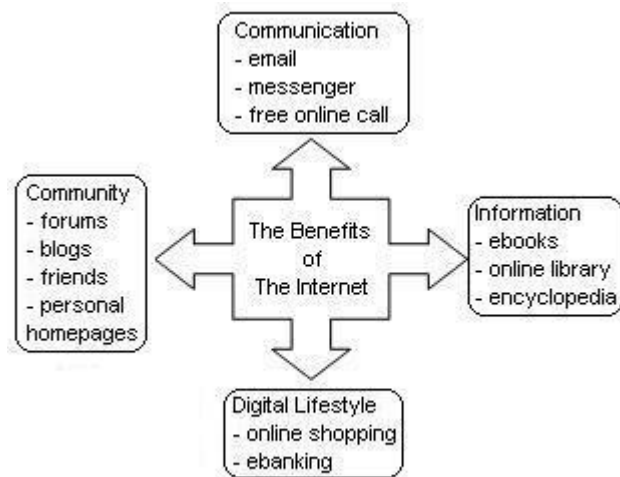
Online Banking

Blog

... (The list goes on and on until you really run out of ideas)

Option 2: Draw a Mind Map

You can choose from a variety of mind maps to draw. Then, you should write the points on the mind map. Do not waste your time drawing a complex mind map! A simple mind map will look like this.



Mind Map <http://GoodEssays.blogspot.com>

Using mind map, all your points are grouped together neatly for easy reference. Mind map is highly recommended for reflective essays and factual essays.

Option 3: Ask and Answer Wh-questions

Ask yourself as much as possible Wh-questions related to the essay topic chosen.

This writing method is suitable for descriptive essays, narrative essays and reports.

Essay Topic: A Hit-and-run Accident

When it happens?

How it happens?

Why it occurs?

What is the brand of the hit-and-run car?

Where it happens?

Who is the victim?

5.4.4 Lab: Based on the chosen prompt write an essay in your class blog. And also peer review your friends essays in the classroom blog by posting your comments on their essays.

5.5: Homonyms

Homonyms have the same spelling or pronunciation but different meanings (the word comes from the Greek – having the same name), for example, pole and Pole, pear and pare, but also bass and bass. The homonym is the main class of words, divided into **homophones** and **homographs**.

Homophones have the same pronunciation but different meanings, origins or spellings.

Example: new and knew, beat and beet, fair and fare.

Homographs have the same spelling but different meanings, with either different pronunciations or the same pronunciation

Example: bass (the deep singer) and bass (the fish), or cleave (separate) and cleave (join together).

5.5.1 Write a sentence with each homophone listed below:

1. ascent _____
assent _____
2. earns _____
Ur ns _____
3. colonel _____
Kernel _____
4. censor _____
sensor _____
5. choirs _____
quires _____

5.5.2 Fill in the blanks with right option:

1. After he was sick for several days, his face was _____ (pail/pale).

2. She purchased a beautiful new gown_____ (for/four) the dance.
3. Walking down the_____ (I'll/aisle/isle) to get married can be scary.
4. Glass containers have been_____ (band/banned) on the beach.
5. The baker systematically kneaded the_____ (doe/dough) for the bread.
6. I'd rather receive my_____ (male/mail) electronically than on paper.
7. He was considered_____ (bald/bawled) because he had no hair.
8. We searched everywhere trying to_____ (fined/find) our lost dog.
9. My favorite stringed instrument is the_____ (base/bass) because it is so big.
10. The fight_____ (scene/seen) in the movie was extremely exciting!

5.5.3 Write the meaning of each underlined word.

1. John may join us, or he may not. _____
2. We are going to have the party in May. _____
3. If you will wait a minute, I will be right with you. _____
4. We needed a microscope to see the minute insect. _____
5. We got a fine for parking by the hydrant. _____
6. Kim says she feels fine after the accident. _____
7. I have a cast on my left foot. _____
8. That snail only moved one foot today. _____
9. I emptied the contents of my purse. _____
10. It contents Joey to be left alone. _____

5 6: Technology based Idioms and Phrases

At the end of the lesson the students will be able to

- Understand the function of idioms and phrases
- Learn some technology based idioms and phrases
- Apply it in their speaking and writing

5.6.1 List of few Technology Based Idioms and Phrases

1. **a cog in the machine** – an insignificant member of a huge organisation or system
2. **a well-oiled machine** – an organisation that operates smoothly
3. **acid test** – a test of something's value or success
4. **as bright as a button** – very intelligent
5. **bells and whistles** – extra features and trimmings
6. **cutting edge** – advanced and innovative
7. **in tune with** – in agreement or harmony with someone or something
8. **it's not rocket science** – it's not difficult
9. **on the ball** – alert
10. **on the same wavelength** – to be in agreement/to have similar views and ideas
11. **to blow a fuse** – to lose your temper
12. **to button your lip** – to stay quiet
13. **to get your wires crossed** – to have a misunderstanding
14. **to have something down to a science** – to have perfected something through routine and repetition
15. **to hit the panic button** – to panic or take emergency measures
16. **to know what makes someone tick** – to know what motivates someone
17. **to pull the plug** – to prevent something from continuing or happening
18. **to push someone's buttons** – to provoke someone
19. **to reinvent the wheel** – to waste time and effort creating something that already exists
20. **to run out of steam** – to lose enthusiasm
21. **Sputnik moment** -moment of challenge when a person realizes they must work harder to surpass their competitors.

22. **Silver surfer-** A silver surfer is an elderly person who uses the internet.

5.6.2 A. Match the Idioms to Their Meanings

1. Blow a fuse -Ready to use
2. Get/have our wires crossed -To react rapidly or taking emergency precautions
3. Not rocket science -To get angry
4. On the same wavelength -To think similarly or to have the same ideas and opinions
5. Re-invent the wheel -Something is easy to understand or do
6. Up and running -To waste time doing something that has already been done
7. Hit the panic button -To misunderstand someone

B. Choose idioms from the above list and place them in the sentence below. Put the verb in the correct tense where ever necessary.

1. I dropped Selena's phone today. She _____ and yelled at me.
2. After a good service, my car is finally _____ again.
3. All you have to do is connect the red wire to the green one! It's _____.
4. My friend and I agreed to meet at seven o'clock but he showed up at eight. We must have _____.
5. Calm down! It's just a fly. there's no need to _____.
6. I'm so confused. My teacher and I _____.

5.7: The Same Word used as Different Part Of Speech

At the end of the lesson the students will be able to know how same words are used in different parts of speech.

5.7.1 Here are the few examples of the same words which belong to different parts of speech. Note that it is the function or use which determines which part of speech a particular word belongs to.

Next	Adjective	I shall see you next Tuesday.
	Adverb	What next ?
	Preposition	She was sitting next her.

	Noun	He will tell you more about it in his next .
Right	Verb	This is a fault that will right itself.
	Adjective	He is the right man for the position.
	Noun	I ask it as a right .
	Adverb	Serves her right ! She stood right in my way.
Little	Adjective	There is little danger in going to that place.
	Adverb	Thomas eats very little .
More	Adjective	We want more women like her.
	Pronoun	More of us are getting stressed out at work nowadays.
	Adverb	Ron should talk less and work more .
Only	Adjective	It was her only chance.
	Adverb	She was only foolish.
	Conjunction	Take what I have, only (= but) let me go.
Over	Adverb	Read it over carefully.
	Noun	In one over he took three wickets.
	Preposition	At thirty, a change came over her.
Why	Interro. Adverb	Why did you do it?.
	Relative Adverb	I know the reason why she did it.
	Interjection	Why , it is surely Tom!
	Noun	This is not the time to go into the why and the how of it.
What	Inter. Adjective	What evidence have you got?
	Interjection	What! you don't mean to say so?
	Inter. Pronoun	What does she want?
	Relative	Give me what you can. <i>What</i> happened then, I do not know.
	Pronoun	
Up	Adverb	Prices are up .
	Preposition	Let her go up the mountain.
	Adjective	The next up train will leave here at 11.30.
	Noun	I have had my ups and downs of fortune.
Since	Preposition	Since that evening, I have not seen her.

	Conjunction Adverb	Since there's no hope, let us kiss and part. I have not met her since .
Before	Adverb Preposition Conjunction	I have seen you before . She came before the appointed time. Jim went away before I came.
Even	Adjective Verb Adverb	The chances are even . Let them even the ground. Does she even suspect the danger?
Both	Adjective Pronoun Conjunction	You cannot have it both ways. Both of them are dead. Both the cashier and the accountant are handsome.
Either	Adjective Pronoun Conjunction	Either ball is good enough. Ask either of them. Peter must either work or starve.
Above	Preposition Adjective Adverb	We flew above the clouds. Have you read the above sentence? See above .
Back	Noun Adverb Adjective Verb	I have a pain in the back . I will come back in five minutes. Have you closed the back door? He backed his car through the gate.
Better	Adjective Adverb Noun Verb	This watch is better than that. He sings better than you. You should respect your bettors . Living conditions have bettered a great deal.
Down	Adverb Preposition Adjective Verb	The little girl feels down . He ran down the hill. We caught the down train. The government downed the opposition.

Like	Verb	Children like sweets.
	Preposition	He climbs like a cat.
	Noun	You won't see his like again.
	Adjective	Ravindra and his brother are very like .
Near	Preposition	He lives near the station.
	Adjective	Most of my near relatives live abroad.
	Verb	He got nervous as the examinations neared .
	Adverb	I went near enough to see over it.
Round	Adjective	The earth is round .
	Preposition	The boys ran round the tree.
	Adverb	Will you come round to our house this evening?
	Noun	We won the first round of the tennis cup.
	Verb	The child's eyes rounded with excitement.

5.7.2 Activity: Work in pairs and compose sentences using the below given words in different parts of speech (minimum two) .

<p>OBJECTS WITH A FUNCTION</p> <p>alarm hammer nail tape rope</p>	<p>PARTS OF A BODY</p> <p>arm skin stomach foot head</p>
<p>ACTIONS AND FEELINGS</p> <p>embrace envy reward comfort desire</p>	<p>PEOPLE AND THEIR FUNCTIONS</p> <p>apprentice mother coach slave</p>

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